

National Parent-Teacher

The

P.T.A.

Magazine

June 1960



Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education

Membership
of the National
Congress
of Parents and
Teachers, as of
April 15, 1960, is
11,926,552

P. T. A. MEMBERSHIP BY STATES

| | | | | | |
|---|-----------|---------------------|---------|-----------------------|------------|
| Alabama..... | 215,391 | Kansas..... | 205,616 | Oklahoma..... | 187,815 |
| Alaska..... | 10,700 | Kentucky..... | 196,711 | Oregon..... | 128,678 |
| Arizona..... | 84,071 | Louisiana..... | 118,551 | Pennsylvania..... | 570,000 |
| Arkansas..... | 132,950 | Maine..... | 31,857 | Rhode Island..... | 54,955 |
| California..... | 1,846,657 | Maryland..... | 200,232 | South Carolina..... | 105,104 |
| Colorado..... | 177,925 | Massachusetts..... | 150,125 | South Dakota..... | 36,862 |
| Connecticut..... | 153,610 | Michigan..... | 380,461 | Tennessee..... | 340,353 |
| Delaware..... | 35,613 | Minnesota..... | 251,294 | Texas..... | 720,792 |
| District of Columbia..... | 45,416 | Mississippi..... | 96,344 | Utah..... | 116,404 |
| European Congress of American Parents and Teachers..... | 40,802 | Missouri..... | 255,842 | Vermont..... | 21,396 |
| Florida..... | 348,472 | Montana..... | 33,551 | Virginia..... | 266,644 |
| Georgia..... | 267,572 | Nebraska..... | 71,016 | Washington..... | 222,202 |
| Hawaii..... | 82,730 | Nevada..... | 25,859 | West Virginia..... | 113,339 |
| Idaho..... | 49,542 | New Hampshire..... | 25,924 | Wisconsin..... | 155,123 |
| Illinois..... | 692,626 | New Jersey..... | 463,990 | Wyoming..... | 16,189 |
| Indiana..... | 261,844 | New Mexico..... | 46,216 | Unorganized areas.... | 10,435 |
| Iowa..... | 157,653 | New York..... | 541,886 | | |
| | | North Carolina..... | 373,092 | | |
| | | North Dakota..... | 47,816 | | |
| | | Ohio..... | 740,304 | | |
| | | | | Total..... | 11,926,552 |

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National Parent-Teacher

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Contents FOR JUNE 1960

The President's Message
The Small Card..... *Karla V. Parker* **2**

ARTICLES

The Spiritual Laws of Life..... *Arthur S. Flemming* **4**
The Challenge of the Sixties: Educating for Power and Manpower
James M. Rosbrow **7**
The Making of Free Societies..... *Bonaro W. Overstreet* **14**
Words, Words, Words..... *A. L. Crabb* **17**
"Where the Wild Thyme Blows"..... *Grace Jackson Mitchell* **23**
What Approach to Alcohol Education?..... *Herman E. Krimmel* **26**
Menu: A Treat for Teachers..... *Nancy Gibbons Zook* **29**
A Summer Picklick..... *Frances Sullivan* **32**

FEATURES

What's Happening in Education?..... *William D. Boutwell* **11**
Notes from the Newsfront..... **13**
Keeping Pace with the P.T.A...... **19**
Time Out for Television..... **20**
Motion Picture Previews..... *Elja Bucklin* **36**
Index..... **39**
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THE PRESIDENT'S MESSAGE

The

WHEN I LOOK AT A P.T.A. MEMBERSHIP CARD my heart leaps up. That bit of pasteboard is a wonderful, magical thing for me. Its small surface conjures up a vision of America—of American democracy at work and at its best.

As I look at the little card I see school buildings lighting up across the land. Into the lighted buildings stream parents, teachers, and other citizens. They are there to deal with educational problems and to appraise the resources of their homes, schools, and communities to meet children's needs in this fabulous, frightening Space Age. From their meetings comes action that strengthens the nation's services for its young citizens.

That membership card evokes pictures of other vital P.T.A. activities. I see parents, eager to learn how to be better parents, gathering in homes and schools for informal study-discussion programs based on the parent education courses in the *National Parent-Teacher*. I see other groups surveying their communities to determine whether there are adequate services for strengthening family life and helping families in trouble.

Still other images flash into my mind. A traffic signal, a school crossing guard, a safety patrol, an automatic fire alarm and sprinkler system in a school—all evidences that P.T.A.'s are at work to safeguard children's lives. In my mind's eye I see P.T.A. representatives at a school board meeting offering help in establishing an elementary school library. I see P.T.A. telephone committees busily getting out the vote for a school board election or a referendum on school district reorganization.

The pictures keep crowding in. There's a father from the P.T.A. urging his service club to support a school bond issue. There are P.T.A. volunteers observing the juvenile court, working in well-baby clinics, helping with vision and hearing tests in school, supervising school lunchrooms and playgrounds. I see P.T.A. members meeting with high school students to plan youth codes, career and college days, employment services, and community service projects.

A P.T.A. membership card is truly a wonderful

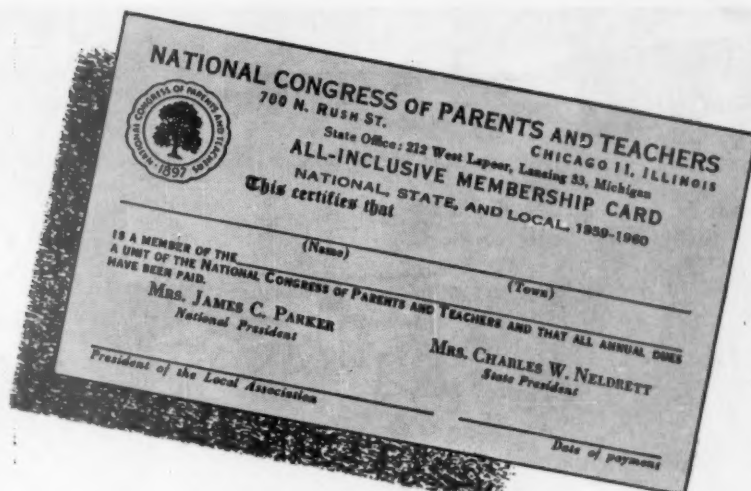
thing. It is a passport to the best society on earth—an organization of nearly twelve million men and women working in hundreds of ways to create a better world. The little card links its holder to like-minded men and women in his own state and in every state of the Union from Alaska to Florida and from Hawaii to Maine. It makes its owner part of a national movement with a proud history that stretches back into the past century. It makes him part of an ongoing, forward-looking movement with a program for the present and the future.

One of the wonderful things about P.T.A. membership is that it is membership not only in a local association but also in a state congress and in the National Congress of Parents and Teachers. Have you ever stopped to think how important and how beneficial that all-inclusive membership is?

IN OUR INTERDEPENDENT and interlocking society we do a very incomplete job if our work for children's education, health, and welfare stops at the local level. We have to be informed and active about what happens at state and national levels as well. Think, for example, of the state laws that affect children of your community—adoption, marriage, divorce, traffic, liquor, public assistance, child labor, and school attendance laws, to name but a few. Think, too, how greatly the quality of your local school system depends on state aid. And remember how important are federal funds for school guidance and counseling services, vocational and home economics education, the school lunch program, maternal and child health services, rural library facilities, aid to crippled and dependent children, and other protective programs.

At the state and national levels, as at the local level, special interests push special legislation, and competition for the tax dollar is fierce. If education, health, and welfare services for children are to be generously supported, if laws good for all children are to be passed, we P.T.A. members have to make our voices heard in state and national legislative bodies. Happily, through our state congresses and the National Congress we are able to do just that.

Small Card



What is good for children has often been enacted into law because the state and national organizations worked tirelessly to secure public support of good legislation.

In this mobile age, when one family in every five moves each year, a national organization has a special value. When you move to a new community, you need not feel lost or lonely or helpless. Wherever you go, you are likely to find a P.T.A.—even if you move to the Azores, Okinawa, Saipan, Scotland, Venezuela, Mexico, Guam, or some other place far away. For American parents and teachers abroad have found that without a P.T.A. they cannot do for children what they want to do. A few years ago American parents and teachers on military bases in Europe, the United Kingdom, North Africa, and the Middle East petitioned the National Congress to organize a branch for them. And they are now the European Congress of American Parents and Teachers, with a membership of 40,802.

But what if you don't find a P.T.A. in your new neighborhood? You can organize one. Because ours is a national organization with a branch in every state and in the District of Columbia, a letter from you to the National Congress or the state congress will bring help in organizing parents, teachers, and other citizens into a P.T.A. And that P.T.A. can rouse the community from its apathy and unite it in efforts to provide richer opportunities for children.

Because every P.T.A. is part of a state congress and the National Congress, it shares in their resources and influence. The state congresses and the National Congress offer consultation services, produce publications, carry on demonstration and pilot projects, conduct workshops, institutes, and conventions. Working with professional people and government agencies, they identify trouble spots and lacks in services for children and families. They stimulate local, state, and national efforts to do whatever needs

to be done. Their courageous leadership is a powerful stimulus to purposeful action at every level.

Yes, there's something wonderful about a P.T.A. membership card. There's something wonderful and exciting in the fact that nearly twelve million men and women carry in their purses or pockets a little square of pasteboard saying, "National Congress of Parents and Teachers. All-Inclusive Membership Card."

In a nation that is often taunted for its materialism, it's heartening to know there is a great national organization in which millions of men and women work voluntarily, freely, and unselfishly for all American children—for the handicapped, the gifted, the migrant, the delinquent, the average; for all children, whether they live in cities, suburbs, rural areas, or on military bases abroad. It's heartening to know there is a national organization that cares about the homes children live in, the schools they are taught in, and the neighborhoods they grow up in.

THIS is our P.T.A. Its influence reaches into almost every American home, school, and community. Its voice speaking out in children's behalf is a magnificent voice, resounding with the convictions of nearly twelve million men and women in 46,800 local units in fifty-two state branches. Little wonder that every year the small card becomes a bigger drawing card. Little wonder that every year more and more men and women join an organization that offers them unparalleled opportunities to help children grow in freedom and dignity.

In the hearts and hopes of America the P.T.A. has a secure and enduring place. It is part of the very heartbeat of America—part of the past, the present, and the future of our beloved land.

Karla C. Parker

President, National Congress of Parents and Teachers

*"mankind owes
to the child
the best it has
to give."*

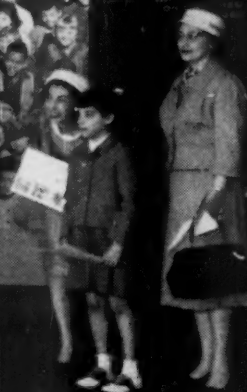
CHILDREN

and youth of U. S. A. - 1960

THE *Spiritual* *Laws* OF LIFE

AS THE GOLDEN ANNIVERSARY WHITE HOUSE CONFERENCE on Children and Youth passes into history, I find myself thinking of a spiritual law of life and of its relationship to the deliberations of the Conference and to our hopes and aspirations for the future. The spiritual law that comes to my mind is this: "Thou shalt love thy neighbor as thyself." It lies, as all of us recognize, at the heart of our Judaeo-Christian tradition. It places upon every one of us a common responsibility.

I myself have been helped in defining the nature of this responsibility by a sermon preached in the middle of World War II by Dr. Leslie Weatherhead, the pastor of London's great City Temple. In that



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sermon he asserted that this commandment does not require us to *like* our neighbor. We recognize this as a sound conclusion. We cannot be commanded to like someone; this is something that must come from within. He also asserted that the commandment does not require us to *approve* of everything that our neighbor says or does. The commandment, Dr. Weatherhead concluded, places upon us just one obligation—the obligation to take full advantage of every opportunity to help our neighbor realize his highest potential.

This is our common responsibility; it is a spiritual law of life. When that law is violated it breaks up the life of the violator and contributes to the disruption of the society of which he is a part. When it is obeyed it provides not only a center and a direction for the individual but also contributes to strengthening the society of which he is a part.

The holding of a conference like the 1960 White House Conference is a recognition of this spiritual law of life. The progress that has been made in many areas since the last Conference in 1950 is a tribute to those who have been willing to obey this law. The 1960 Conference's indictment of our failures to provide some of our children and youth with adequate

The sixth decennial White House Conference on Children and Youth took place in Washington, D. C., from March 27 to April 1. At the closing general session, important findings and recommendations of the Conference were presented by Arthur S. Flemming, Secretary of the Department of Health, Education, and Welfare, in the address printed here. In future issues the National Parent-Teacher will bring its readers other significant speeches and findings from this historic Conference.

ARTHUR S. FLEMMING

Secretary, U.S. Department of Health, Education, and Welfare

opportunities for achieving their highest potential is an indictment that grows out of our failure to obey the law. You know and I know that our hopes and aspirations for the future will be realized only to the extent that we and our fellow citizens are willing to place this law at the center of our lives.

The Conference took a strong stand against discriminatory practices in all walks of life based on race, color, or creed. There is no question but that these practices constitute violations of this spiritual law of life. And there is no question but that society is paying a penalty as it seeks to deal with social illnesses that are directly traceable to such violations. But between now and 1970 more and more of us, I am convinced, will judge our thoughts, words, and deeds against the commandment, "Thou shalt love thy neighbor as thyself."

Focus on the Family

The Conference gave vigorous support to programs designed to strengthen family life. As a result of focusing on this objective, it recommended the abolition of laws setting length-of-residence requirements for public assistance. This was not surprising. Such laws are indefensible.

Nor is it surprising that one of the Conference groups concluded that public assistance grants should be made available to families of inadequate income without regard to the presence or the absence of the father in the home. The provision of the current law that makes it possible for a family to qualify for assistance only if the father has deserted his family contributes to the weakening of family life. It should be repealed.

Also great emphasis was placed on better treatment of the families of migrant workers, day-care service for the children of working mothers, homemaker services, family life courses in schools, parent education, and other equally significant programs. Let's never forget that every step we take in the direction of strengthening family life is a step in the direction of helping others to realize their highest potential. Whenever we turn our backs on opportunities in this area we are violating a law of life.

The major emphasis of the Conference was on education. The conferees underlined their conviction that our society must really raise its sights in terms of the investment in education that is being made from both public and private sources. In fact, the forum on education suggested that the investment should be increased from 3 per cent of our gross national product to 10 per cent.

I would want to give this specific proposal further



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The spirit of the White House Conference was dramatically captured in an exhibit of three hundred and fifty pictures of young America—"These Are Our Children." This photographic report "depicting the way young America plays, studies, works, frets, and worries—in short, how it lives"—is now on tour. Viewing it here in Chicago are Mrs. Louis Malis, president of the Chicago Region of the Illinois Congress of Parents and Teachers, her daughter Amy, and Mrs. Arnold Streich, school education chairman of the region.

study. But it is certainly headed in the right direction in calling for both an increased investment and the establishment of a national goal. I firmly believe that the time has come for us to obtain agreement on what should be our investment in education as a nation over the next five or ten years. Furthermore, I believe that we must also seek to work out an agreement—difficult as it may be to do so—on what constitutes a fair share of responsibility for meeting the goal on the part of government at all levels and on the part of private contributors. In this connection there is no doubt in my mind but that the federal government must assume a larger share of the total responsibility than it is now assuming.

Education has just one objective: to help others realize their highest potential. Therefore if we really take seriously the spiritual law of life to which I have been referring we will travel the second mile to provide our children and youth with outstanding opportunities for the pursuit of excellence in the field of education. Furthermore we will do everything we can to see that our children and youth are not denied access to these opportunities for growth and development because of race, color, or creed.

Special Help for Special Needs

Our obligations to the physically and mentally handicapped were also emphasized, because of our conviction that a handicap should never stand in the way of a child's being provided with the opportunity to achieve his highest potential. All of us realize that society has made real progress in recognizing its responsibility in this area during the last ten years. At the same time, however, we recognize that we have only scratched the surface.

Here again we must raise our sights in terms of the investment that we are making of time, energy, and resources in order to give those with handicaps a fair chance for development. And here again we need to set national goals and then reach agreement on fair shares of responsibility for achieving them.

The conferees pointed up serious manpower shortages in the fields of health, education, and welfare and the impact of these shortages on children and youth. They did this because they know, as all of us do, that it is idle to talk about providing opportunities for helping children and youth to develop unless we can also provide well-trained persons to give that help. Think, for example, of the great need, in the field of education, for additional numbers of trained counselors.

In order to correct shortages of health, education, and welfare personnel we need to make available additional funds, from both public and private sources, for training programs. We need to improve the conditions under which persons in these areas are asked

to carry on their activities. But primarily we need to increase their rates of compensation. We are not being fair to those who are rendering us a tremendously important service when we pay them less than that service is worth.

The need for research was underlined at the Conference. This need stands out in connection with virtually all the problems that confront us. It has been highlighted particularly, however, in the field of juvenile delinquency. I agree we must invest more than we are now investing to determine the causes of juvenile delinquency and also to demonstrate how we can deal with it more effectively. I believe that the time has come for the federal government to become a more active partner in this area. I hope it will do so during this session of Congress.

Let me suggest, in conclusion, that we must be more determined than ever before to demonstrate one thing to the children and youth of this country: that we do believe man has an obligation to help his neighbor realize his highest potential. If we demonstrate this by our deeds, we will in the next ten years provide our nation and our world with human resources that will be superior to the resources available to us today. But above all, if we do this, we will by our example teach the children and youth of today to place at the center of their lives what someone has referred to as "the royal law of love."

Faith and Good Works

May I state my personal conviction that we will not achieve such goals by just being determined to achieve them? We and our fellow adults and our children and youth will be able to make this determination a living reality only if we rely on a source of power outside ourselves. We cannot overlook the fact that another spiritual law of life is that we are to love the Lord our God.

This is why, I am sure, every Conference group—not just the one on beliefs—underlined how important it is for our children and youth to find a personal religious faith. We know that the high goals set at the Conference are not going to be reached unless spiritual forces are strengthened.

All of which leads me to this conclusion: Only as we, by the dedication of our time, energy, and resources, make it possible for the church and faith of our choice to fulfill its mission can we realize for our children and youth the hopes and aspirations to which the 1960 White House Conference has given expression.

The Conference was and is a great, history-making event. This is America at its best. Because of what the Conference has done I know that America will move forward in its determination to enable all children and youth to realize their highest potential.

The Challenge of the Sixties:

Educating for Power

and Manpower

JAMES M. ROSBROW

"It figures." More population means, among other things, more jobs, more tasks for our schools—and mounting masses of data. Who or what except a giant computer is to cope with all these? Fortunately our government has provided us with charts and guides that show us where to start.

THE YEAR 1960 opens a decade rich with promise for our children, our nation, and the world. But this decade is also fraught with a tremendous number of uncertainties and challenges that are of considerable importance to the parents and teachers of young people who within its span will reach maturity or make vocational choices. Dynamic forces are at work, and none of these is more significant than the changes taking place in our population and in our labor force, the people who will work for salaries and wages.

Edward Teller, the atomic scientist, recently said that the total body of scientific knowledge is now advancing so fast that it will double every fifteen years, far into the foreseeable future. The verities of yesteryear are today mere folklore of the past. The future boundaries of knowledge have no known limits; they reach out to infinity.

The key to much of what we shall accomplish in this country in the decade ahead, and to the position we shall assume and hold in the world, will be the effective development and utilization of manpower. At no other time in our history have the education, training, and guidance of our young people been so important, not only for their own fulfillment but for our economic and social progress as a people and our very security among the nations.

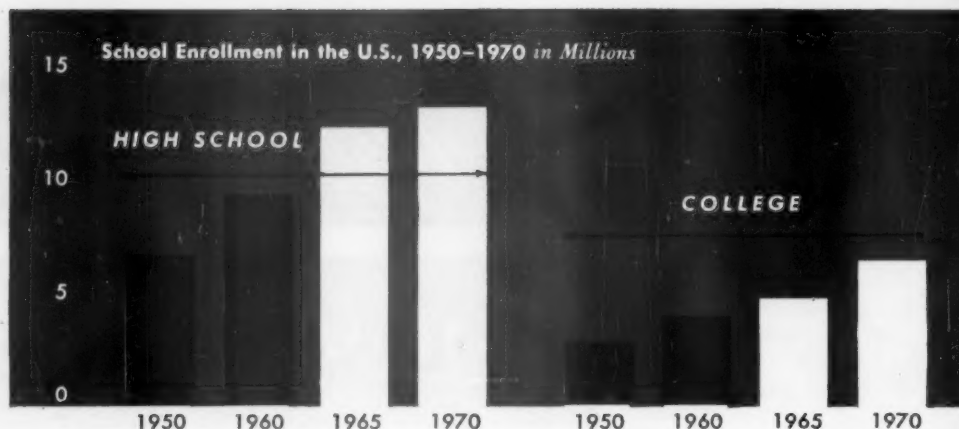
Urgently required to solve the manpower challenge will be vision, cooperation, and effort among all parts of our society—educators and guidance specialists, of course, but also perceptive parents, leaders in commerce and labor, government officials, and all enlightened citizens.

Government agencies, particularly the U.S. Department of Labor, have assembled mountains of data about the decade ahead. Let's look at some of the figures that relate to the parents and teachers of America. A trustworthy map for otherwise pathless areas is a publication of the Department of Labor, *Manpower Challenge of the 1960's*, from which the figures for the charts in this article are taken.

Data for a New Decade

The Bureau of the Census predicts that the explosive population growth we have experienced in the past decade will continue into the 1960's at the rate of almost three million a year, for a gain of twenty-eight million or a total national population of two hundred and eight million by 1970. The high birth rate will be accompanied by a continuing decline in the death rate and an attendant lengthening of the life span. We will find ourselves with more older persons and many more children.

*School
Enrollments
Will
Continue To Rise
Sharply*



Gross national product, the professionals' term for the total value of all goods and services produced in the United States, will skyrocket. The total gross national product, which advanced from some 350 billion dollars in 1950 to 500 billion in 1960, is expected to expand to almost 735 billion by 1970. And the Department of Commerce predicts that the per-capita share—the average individual's cut of the national pie—will get bigger in proportion, advancing from 2,300 dollars in 1950 to 2,800 in 1960 and to 3,500 by 1970.

The great population bulge now pressing school walls outward will erupt into the labor force and onto college campuses—in both cases on a larger scale than ever before in our country.

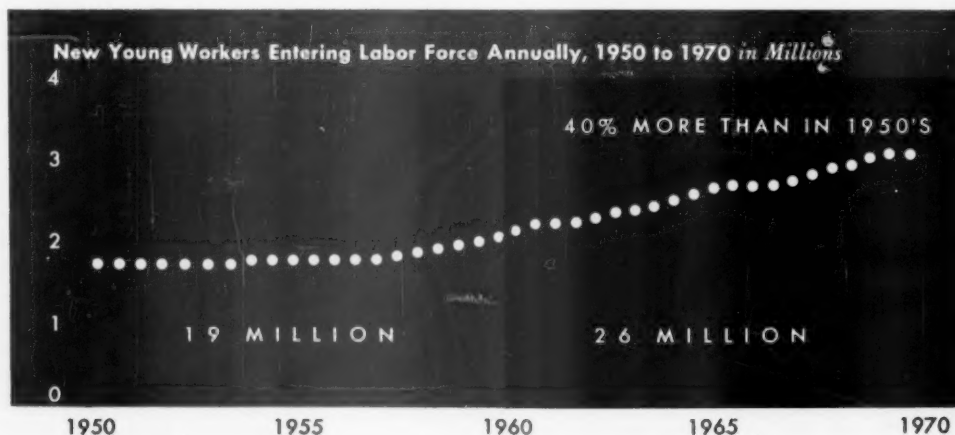
This phenomenal population growth is the direct result of the sharp increase in the birth rate that occurred in the early years of World War II and in the period immediately after the end of hostilities. In terms of the number of young people reaching the age of eighteen annually, government forecasters see the modest change from 1950 to 1960—from 2.2 million to 2.6 million—as stepped up to an annual rate of 3.8 million by 1965. During the 1960's the

entire eighteen-to-twenty-four age group will increase materially. In 1970 there will be 16 million fourteen-to-seventeen-year-olds, as compared with the present 11 million. And the eighteen-to-twenty-one age group, with its heavy impact on college enrollments, will increase by 50 per cent, from less than 10 million to almost 15 million.

The U.S. Office of Education has evaluated the impact of this population wave on high schools and colleges. High school enrollments' (grades nine to twelve) will rise almost 50 per cent during the 1960's, from 9.2 million to 13.7 million. This is on top of a 40 per cent increase during the 1950's. Even greater will be the percentage of increase in college enrollments—from 3.8 million at present to 6.4 million ten years hence. Combining these figures, we arrive at the staggering increase of from 9.2 million in 1950 to 20.1 million in 1970.

However, there is an important proviso. These projections assume that the people of the United States will provide the funds and the initiative that will be required for the training and hiring of enough well-qualified teachers to sustain this amazing effort; the planning and financing of a tremen-

*26 Million
Young Workers
Will
Enter Labor Force
During 1960's*



dous construction program; and, above all, school programs that will retain and actively motivate students.

This decade can see America come ever closer to realizing what Commissioner of Education Lawrence G. Derthick has called the American dream—an opportunity for every young person to fulfill his educational and vocational potential. But this can come about only if an enlightened citizenry insists that its leaders truly lead—and makes known not only its willingness but even its eagerness to pay the cost. For obviously we parents must be prepared to take on a tax burden that may mean forgoing some of today's pleasures in order that our children may be assured of their true portion of the good things of tomorrow.

No Lull in the Labor Market

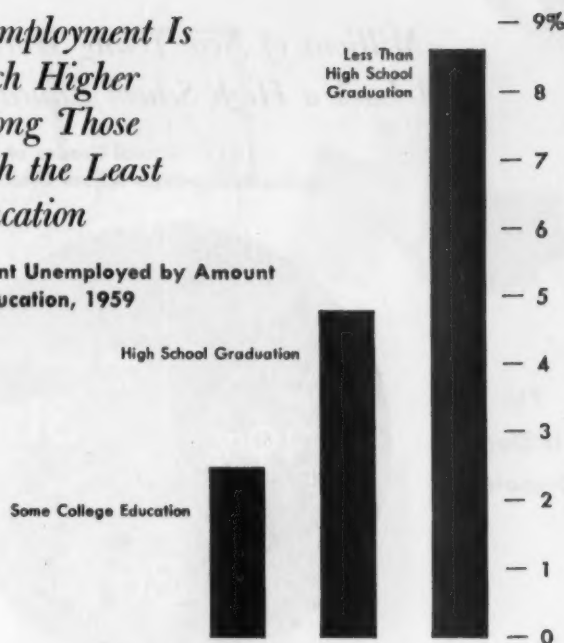
While high school and college enrollments are soaring, the number of young workers entering the labor market will also be increasing markedly. At present some two million young people become workers each year. By the latter half of the decade this figure will have increased by 50 per cent, to three million. The total number of young workers seeking jobs during the ten-year period will approximate twenty-six million, a 40 per cent increase over the previous decade. Never before has the American economy been called upon to absorb into its employment pattern such a vast influx of manpower. We are called upon to provide many facilities needed for a successful transition from school to productive employment: training, vocational guidance, placement services, safety education, and, most important, a sense of citizenship that will enable these young people readily and willingly to play a constructive part in a self-governing society.

Can the challenge be successfully met? A major tool in seeking answers is the Labor Department's new edition of the *Occupational Outlook Handbook*, which I reviewed in the February 1960 *National Parent-Teacher*. The nation's outstanding occupational reference book, this monumental publication gives basic information about twelve hundred jobs spanning the entire spectrum of American business and industry. The handbook forecasts ready absorption of most, but not necessarily all, job-seeking young people. This indicates in turn that competition will be heightened and that the mobility of labor that is a phenomenon of American economic life will continue. Clearly this competition will call for further expansion in training programs, counseling and testing, and placement services geared specifically to the employment needs of youth.

Whether specific vocational training is in order, or whether an orientation of young people to particular industries is sufficient, will depend on the types of jobs desired. But it is important to know which fields are most likely to expand. In construction, de-

Unemployment Is Much Higher Among Those With the Least Education

Percent Unemployed by Amount of Education, 1959



spite the current expansion, employment will grow still more, at a much greater pace than the 20 per cent rate predicted for industry as a whole. Employment here will rise much faster than the average because of increasing numbers of families needing homes, larger expenditures for schools and highways, and the rising volume of business in general.

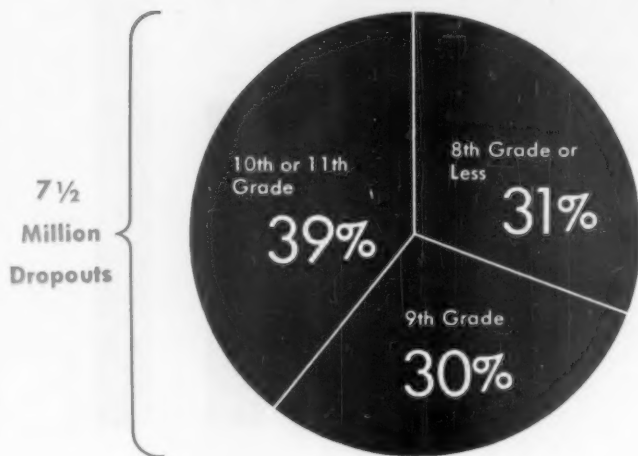
The service industries will grow faster than will basic industry. The mounting complexity of our financial activities, the growth of industry, higher personal income levels, and the movement of population from farms to urban areas will lead to higher employment in finance, insurance, and real estate. Above-average increases are also foreseen in wholesale and retail trade; in governmental services—chiefly at local and state levels—such as public education, public health, sanitation, and welfare services; and in other professional, business, recreational, and personal services.

Manufacturing will still lead as the greatest source of jobs, at an average pace of about 20 per cent. But there will be a continuing shift in production from nondurable to durable goods (for example, from textiles to machinery and appliances). Transportation and public utilities will grow, but more slowly as advances in trucking, warehousing, and air transportation are offset by declines in railroad employment. Similarly in mining, the number of workers in crude-petroleum and natural-gas production will increase, but only slightly in excess of declines in bituminous coal mining.

In agriculture, continuing the present trend, an actual decline in gross numbers of employed persons

Millions of New Young Workers Will Lack a High School Education

School Grades of Youth
Leaving Before High School Graduation



is certain. The volume of food, fibers, and other farm products will keep on expanding, but technological improvements and a continuing trend toward large-scale farming will permit greater output per worker, so that fewer workers will be required.

There will also be changes in the nature of employment. Opportunities for skilled manual workers will increase, while those for the nonskilled will remain static. Hence people without skills will find an ever decreasing proportion of job openings available to them. There will be particularly large increases in the number of jobs for such skilled workers as building-trades craftsmen, repairmen, and machinery workers. The number of semiskilled factory workers will also increase, but at a much smaller pace because plant automation reduces opportunities in this area.

The number of clerical and sales workers will continue to rise, as service occupations offer more and more jobs. To meet the increasing demand for data for analysis and research we shall need more clerical workers, even though new electronic computers and other office-automation machines will reduce or slow down employment in purely routine clerical work.

The most spectacular growth in employment, however, will occur not in any of these groups but among the professional and technical workers—41 per cent during the decade. An ever mounting need for engineers, scientists, and technicians is seen. Teachers, nurses, accountants, and a variety of other professional workers will swell the total.

It is apparent, then, that the occupations which will expand most rapidly are those requiring the

most education and training. At the top of the list are professional and technical workers, who even in 1959 had an average of 16.2 years of education, more than that required for a B.A. degree. Clerical and sales personnel showed an average of 12.5 years, just beyond high school. Only unskilled and farm workers had an average of less than nine years of schooling.

Young people entering the job market in the 1960's will have a better basic education than ever before in history. Six and a half million of these new labor force entrants will have some education beyond high school, compared with four million in the previous decade. And twelve million will have completed high school, compared with only seven million in the 1950's.

Getting the Drop on Dropouts

These facts of course point up the difficult plight of the dropout. Unless we can sharply step up the retention power of the schools, it is anticipated that seven and a half million youngsters will drop out before completing high school. One third of the dropouts will not complete the eighth grade, and nearly two thirds will not reach the tenth.

Studies have proved that education bears a direct relationship not only to job level but also to stability of employment. Dropouts get the lower paying service and laboring jobs; high school graduates get the better office and sales jobs as well as a far greater proportion of apprenticeships and other on-the-job training opportunities.

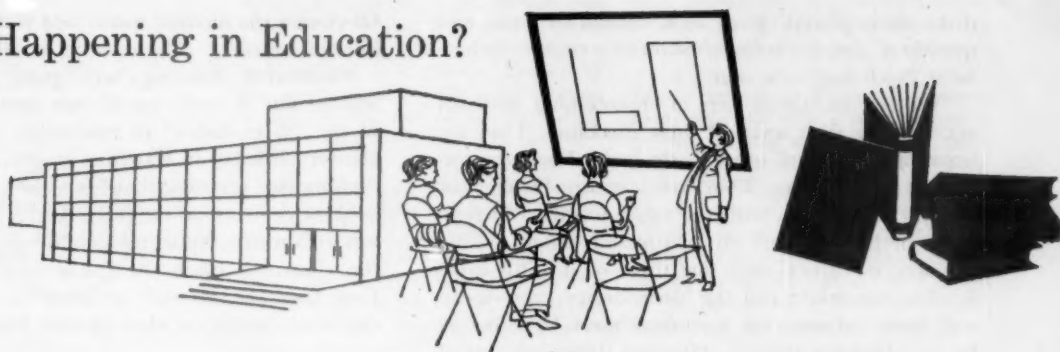
Fully as significant as the relationship of education to employment is its relationship to unemployment. Among that part of the labor force which did not complete high school, unemployment is twice as great as among high school graduates and almost four times as great as among those with some college training.

So we see once again the importance of persuading young people to stay in school. To do so we shall need more flexibility in educational offerings and a far broader counseling program, especially in the grades, than we now have in most schools. With the greater availability of graduates and the diminishing number of jobs for the undereducated, these demands must be met by communities, schools, and employers.

Here, then, is the multifaceted challenge of the 1960's. Will our schools and communities measure up to their glorious potentialities, so that our children may meet the national test that will confront them? Or will we limp along, hit or miss? In the words of the Victorian novelists, "The choice, dear reader, is yours."

James M. Rosbrow, president of the Delaware Congress of Parents and Teachers, is secretary of the Delaware Unemployment Compensation Commission.

What's Happening in Education?



I've been hearing quite a bit about "automatic teaching." It sounds too horrible for words. Robots teaching our children! What's it all about?

—Mrs. M. R.

I recently attended a conference on this newest idea in education—automatic, or automated, teaching or learning—and I'm persuaded that it is more promising than it sounds.

In the first place, all of us learn this way all the time. You are automatically taught when you go into a telephone booth and follow the instructions:

1. "Remove receiver.
2. "Deposit dime or two nickels.
3. "Listen for dial tone."

You automatically learn when you take the successive steps clearly requested by the little airport machine supplying flight insurance policies.

Suppose you called this method the *automatic tutor*? Would you like it better by that name? Because that's what it is.

Any person learns by one of two principal methods: the *group lecture-demonstration-study method* or the *tutorial method*. We know the first method because it goes on in thousands of classrooms. Even when we substitute a film or television program for the teacher we do not change the method. It's the same old lecture-demonstration.

The tutorial method is as old as Socrates and as contemporary as a coach teaching Johnny to swim. You do it when you teach young Mary to bake a cake. It goes something like this:

You: Let's see. What will we need to bake a cake?

MARY: Flour.

You: Right. Do we need sugar?

MARY: Yes.

You: Salt or pepper?

Mary laughs and guesses salt. Mother says, "Right again."

I suppose I've chosen the wrong example. Today cakes all come out of boxes. But you get the idea.

In much that the child learns in the home you or



William D. Boutwell

your husband are tutors. You take the child through a step-by-step process of learning—with facts, by questions, by doing, by correcting mistakes. It is the oldest and best way of learning anything. There's only one reason why we don't use this method in our schools: We can't afford it.

But suppose we wave a magic wand and put into the schools some automatic tutors. Suppose we had some electronic tutor-teachers whom we didn't have to pay five to eight thousand dollars a year. Suppose that when Mary and Johnny were not in the classroom they could study individually with these automatic tutors. Suppose each child could learn at his own speed—the fast ones fast and the less bright at a slower speed. And then suppose every child got a straight A, showing that he had mastered each course rapidly or slowly. Would you like that? I think you would. And that's the promise of automated, or automatic, learning.

At the meeting I attended we listened to Professor B. F. Skinner of Harvard University, the dean of the automated-learning movement. He threw on the screen a photograph of a machine into which paper

disks were placed. Each disk contained facts and questions about Professor Skinner's course, Behavioral Psychology. He said:

"While I am talking here in Philadelphia, students are working with seven of these machines. They are learning terms and other basic facts. They are correcting their errors. They are learning faster than I could teach them with the usual lecture and textbook method. But not all my course is taught on the learning machines—only one third of it. This third is what you might call the 'dirty dishes' part—terms and basic information a student must have before he can discuss a subject. After the dishes are out of the way we can have the dessert—discussion in class. And this discussion will go much better because everyone engaged in it has a thorough understanding of basic terms and facts."

The very phrase "automated teaching" brings up visions of plugged-in machines lighting up with red, green, and yellow lights. Professor Skinner and others do use electronic devices, but these are not always essential to the process. A book can be automated. You will be seeing something called a "scrambled book." (There's one for learning how to improve your bridge game.)

In a scrambled book on arithmetic one page might have this example:

In the multiplication of $3 \times 4 = 12$, the number 12 is called the *product* and the numbers 3 and 4 are called the

Page 15 *quotients*

Page 29 *factors*

Page 43 *powers*

Suppose Johnny says *powers*. He turns to page 43, which tells him:

We'll get to powers of numbers pretty soon, but we're not there yet. The numbers that are multiplied together to form a product are called *factors*, not powers. Now return to page 1 and choose the right answer.

So back to page 1 goes Johnny for another try.

In the book, in the automatic "machine," or in the kitchen the principles of tutorial learning are the same:

- The steps in learning are tiny. A single history course might require twenty thousand steps.
- Each step requires some immediate action by the student.
- Each step leads the student from what he knows to what he doesn't know.
- At each step the "machine" checks on whether the student is right or wrong. It guides him to right answers, thus immediately erasing habits of error from his mind.

Let no one rush to the conclusion that automated learning opens wide a "royal road to learning." Remember that Professor Skinner teaches only one third of his course by means of the learning machines.

Obviously the method works best with purely factual or skill learning. (Mathematics is a natural.)

Automated learning isn't going to throw any teacher out of work, but it does promise to do some of the "dirty dishes" of education. It does promise greater efficiency in learning. It does promise the individualized learning that everyone longs for. It does promise economy, eventually. And it definitely promises to diminish the boredom and lost time that blight the classroom when the teacher calls on Fred and Fred stumbles through answers to a question that everyone else in the class already knows.

• *We live in western Wisconsin. Will our schools be able to receive programs of the airborne television project?*—P. R.

Perhaps. The planes broadcasting the programs will fly at twenty-three thousand feet above a small town near Purdue, Indiana. Milwaukee, Louisville, and Cleveland lie in the area of expected good reception. Western Wisconsin will be in the marginal area. Under favorable terrain conditions the programs may be received by your schools. If so, the students will have an opportunity for rich learning experiences that many classrooms cannot provide.

There will be plenty of time for testing when the demonstration programs begin next February. Look for a more detailed account of this dramatic experiment in this department next fall.

For an excellent descriptive pamphlet write to the Midwest Program on Airborne Television Instruction, Memorial Center, Purdue University, Lafayette, Indiana.

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With the present issue this department signs off for the summer. My thanks to you who sent in questions. Some I have answered in these columns and some privately.

As the school year closes, why not send me your questions for *next* year? Those of general application and interest will appear, and be answered, in "What's Happening in Education?"

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Now to close on a lighter note. Curtis Benjamin, president of the McGraw-Hill Book Company, told this to us publishers:

A reporter interviewed a senior citizen of distinction on his hundredth birthday.

"How did you learn good judgment?" asked the reporter.

"From experience," said the ancient.

"And how did you get the experience?" pursued the reporter.

"From bad judgment!"

—WILLIAM D. BOUTWELL



notes from the newsfront

The People Shall Be Served.—The new chairman of the Federal Communications Commission, Frederick W. Ford, has strong and heartening convictions about the public responsibilities of the TV industry. Addressing a recent national convention of broadcasters in Chicago, he emphasized the obligation of TV stations to provide free time for local organizations to bring important matters to the community's attention. Going further, he declared a local station should not only make such time available but should encourage community use of TV facilities to deal with community affairs. On the question of program content, he reminded broadcasters of their special responsibility to children and their

duty to advance education, culture, and religion, as well as to provide wholesome entertainment. He warned the industry that if it did not live up to the standards of its voluntary code, it would run the risk of having restrictions imposed by Congress or the FCC.

A Long Life? A Happy One.—Want to live long? Be happy, says Sidney Valentine Haas, M.D., a pioneer in pediatrics. "The mind is an important factor not only in appreciating life but also in prolonging it," Dr. Haas declares. "The important thing is to live one's life as one wants to live it, and to find enjoyment in art, the sciences, human friendship." What about retirement? Dr. Haas just doesn't believe in it. You're happier when you are working.

Beware the Snack Pit.—What's the most poorly nourished segment of our population? The age group from twelve to twenty. Young people are always eating, but they eat the wrong things, nutritional studies show. The three chief causes of nutritional deficiency are inadequate or nonexistent breakfasts, which are sure to lead to filling up on snacks; the same for lunches; and fad diets for weight control (a feminine foible). Now boys and girls themselves are planning to do something about the situation. They have started the Youthpower movement, under the slogan "Food Comes First." Aided by top authorities in nutrition, health, and fitness and by leaders in the food industry, they are introducing constructive programs into schools and youth groups across the nation.

Long Distance, Please.—U.S. astronomers are trying to communicate with other intelligent beings—if they exist—on other planets. The project, started in April, is named Ozma, after the exotic storybook Land of Oz. Astrophysicists tell us that there are billions of stars like our sun in the universe, and it is not unlikely that some of them have planets on which life similar to life on earth is possible. Perhaps somewhere out in space someone is trying to make a call to Earth. At the new National Radio Astronomy Observatory near Green Bank, West Virginia, Frank D. Drake, director of Project Ozma, is listening with a sensitive parabolic reflector antenna (scientists call the marvelous instrument a "dish" because of its shape) for signals from the area of two stars less than twelve light years away. How will he know if he has an interstellar call? The reasonable assumption is that a signal from another civilization would have an arti-

ficial pattern that would differentiate it unmistakably from random radio noises of natural origin.

Tea Treatment.—Japanese scientists have come up with a new, or rather an old, miracle medicine. Tea, these scientists assert, is a good remedy against the effects of strontium 90, the dangerous radioactive element in the fallout from nuclear weapons. The tannin in the tea has a remarkable affinity for the strontium, they say, and carries it out of the body before it can do damage to the bones.

Data on Discipline.—Parents are more critical of the lack of discipline than of anything else in secondary schools. New high school teachers worry more about discipline than about any other phase of their jobs. Lawrence E. Vredvoe of the University of California in Los Angeles learned these facts in a recent study, which also showed that a teacher with good discipline is likely to possess the following characteristics: competence in teaching; knowledge of the characteristics of adolescents; a sense of security in his position and in his relations with parents; professional conduct, manners, and appearance; a sincere interest in adolescents and in teaching. The best solution to the problem of discipline is not corporal punishment, says Professor Vredvoe. The students themselves advocate separating the troublemakers from the rest of the group.

The Noble Art and the Gentle Sex.—Wary boys at the Valley Stream (New York) Central High School are respectfully keeping their distance from forty of their girl classmates, reports the *New York Times*. The girls meet once a week after school in the gym and bow politely to each other. Then in a split second half of them hurl the other half to the floor. As a sport and for self-defense, they're learning the art of judo, a form of Japanese jujitsu. The girls' physical education instructor, Miss Tami Matsumoto, teaches them a variety of judo holds, two basic throws, and methods of escape from anyone who grasps them.

Health Comes High.—If yours is an average U.S. family (and what family is?) it spends about three hundred a year on health care, the Health Information Foundation reports. This represents an increase of 42 per cent in five years. Most of the increase is due not to rising costs, though hospital services are up 34 per cent, but to the fact that families are using more and costlier medical services.

The Making of

FREE SOCIETIES

BONARO W. OVERSTREET

Co-author of *What We Must Know About Communism*

MY HUSBAND AND I RETURNED LAST WINTER from a five months' trip around the world with one idea firmly planted in our minds. This idea points, we believe, to a kind of learning that, because of the world's condition, we all need now to undertake—a kind of learning that most of us have simply never thought about.

We ourselves had never thought about it with any clarity until, in one Asian country after another, we talked with people for whom the future was comprised of hope and a question mark. Some of these people were native to the Asian countries we visited: Turkey, India, Thailand, Vietnam, Japan. Others were Americans "on the job"—members of embassy staffs, of the USIS, of ICA, of the Army and Air Force, and of voluntary "helping" organizations.

What all these people had in common—was a driving interest in how the newly liberated countries were to make the needed transition from being underdeveloped to being developed, from being "backward" to being "modern." Beyond this shared interest they had a further characteristic in common: a firm determination to keep ideals harnessed to facts and practical possibilities.

Waiters at the Gate

It was in the company of these people—one of them here, another there—that we gradually learned to put to ourselves a question: What makes a "modern" society modern? Here at home, before we started on our trip, we had not asked this question. Had we asked it, I am afraid we might have given a one-facet answer instead of a many-faceted one. We might have spoken of industrialization or of education or of free political institutions. But out there in the field the answer came harder, and it was far more interesting when it did begin to come.

Since World War II twenty-one nations have gained their independence. Others are on the point

of being added to the list. All of them, we might say, are now on the doorstep of the modern world, knocking to get in. Most of us want them to get in, for the simple reason that they are inhabited by human beings whom our own value system declares to have certain basic rights and needs. Also a very large number of Americans, one way and another, are working hard at the job of helping them to get in—not merely helping them to pry open reluctant doors but, more fundamentally, helping them to get ready for entrance.

But get ready how? Not, certainly, just by "becoming like us," transplanting our institutions and cultural habits to places where these have no natural roots, and where quite different institutions and habits do have natural roots and can be encouraged to grow. Not by making progress in just one direction either, no matter how important this one direction may be.

What began to be clear to us, out there in the field, was that a modern society has an organic structure. We, in our own society, have been growing into this by stages over a period of several centuries, and have not yet fully grown into it. We have, however, become so accustomed to the complexity of the pattern that we hardly notice what its basic elements are. These elements were what became vividly real to our minds as we talked with new friends in the various Asian countries.

In India we found appalling poverty. We asked one of India's great leaders, Mr. Kripalani, what India needed most of all, and his answer came quick as a flash: "Work for idle hands." He did not say, "Food," though we talked of this need in the course of our conversation. He dug down more deeply: "Work for idle hands." For where there is work, food can be produced, distributed, earned, consumed, and stored against time of famine. Where hands are idle,



© CARE Photo

Americans have devoted several generations to learning the art of freedom. Now citizens of new nations are trying to learn this great lesson. Our assignment is to learn to help them.

because people vastly and tragically outnumber jobs to be done, food can come only as a dole or can be produced only in sufficient quantity to keep bodies from dying without really keeping them alive.

But under what conditions can there be work for idle hands? In a country where everything needs to be done, it would seem that there would be work aplenty. Yet there is not, and there cannot be until the country can begin to develop a *broad-based, viable economy*.

If India has need of such an economy—and it has taken brave strides toward the development of one—so has every other transitional country, newly liberated from colonialism but not yet liberated into adequate relationships with its own resources or with the larger world.

Roads to Progress

A *broad-based, viable economy*, however, is an organic whole with many parts. If it is to come into being anywhere, it must do so by the development of *transportation facilities*, roads and railroads and airlines. For it is no accident that a modern society is a *mobile society*: one in which people can move about as job opportunities and responsibilities require; one in which products can be moved—raw materials to factories, produce to markets, finished objects to parts of the country or the world where they are needed and can be sold.

And there are other parts of the organic structure.

There must be *medical services* and *public health services*. Obviously, there must be *education*, all levels of education. No viable economy can be built in the modern world by an ignorant people. An ignorant people is in a state like that of the darkness in Genesis, the darkness that was upon the face of the deep until God said, "Let there be light," and there was light. To establish a sound educational system is a latter-day method of saying, "Let there be light."

One type of education is so glaringly needed in all the transitional countries that I list it as an element in itself—education in administrative skills. The typical processes of modern society, whether in business or industry or government, have size and complexity. It was apparent in India that Great Britain had built a civil service tradition, so this newly independent country has a resource of administrative skills that stands it in good stead. But further skills need developing, even there, and most of the countries that are newly emerged from colonialism find themselves suddenly and appallingly without the administrative skills needed for the complexities of the modern world.

Then another basic element: *social services*. As "backward" countries move forward, they inevitably tend to become urbanized. And as we have noted, the people in them tend to become mobile; they do not spend their lives where they were born. Both urbanization and mobility tend to break up the

family unit and the village unit. Yet in every Asian country these two units were the basic source of "social security"—of care in time of illness, of help in time of need, of guidance in time of confusion. Social agencies are born of the modern world's need for the security that the family and village can no longer adequately give.

All these elements of which I have spoken relate to the building of a viable economy. This economy has to be both industrial and agricultural—and to be both with reasonable balance. But such an economy is also financial. It cannot carry on unless a country has a stable currency and some way of accumulating resources for investment in production. So we must add this element to the growing list.

Five Plus One

Now, however, we turn to a different part of the picture—though by no means an unrelated part, since a society is organic. There are five great freedoms that, we have long since learned to believe, must be in the blood stream of every modern society: *freedom of speech and opinion, freedom of the press, freedom of elections, freedom of religion, freedom under law*. These add up to the right of the human being to take on individual stature as a free member of the society in which he plays a responsible part.

Finally I would add one more freedom that is not usually specified. We take it for granted now in our own country, but it is by no means an established freedom in most of the transitional countries. This is *freedom of innovation, or invention*—freedom, that is, to pit the mind against problems and to try out ways of doing something about them. We might even call this freedom to learn by trial and error or freedom to see life as full of new possibilities. A modern society is one in which things that are being done awkwardly have somehow to be done better, in which things that are being done stupidly have some-

how to be done with new illumination. But it takes freedom of innovation to bring this to pass.

I said at the beginning that we came back from our trip with an idea that our minds converted into a new learning project for Americans. There is a vast, dramatic, inspiring, heart-warming job to be done in the world today. Many of our people, experts in one line or another, are already involved in it. Our government is involved in it in manifold ways. Voluntary agencies are involved in it. All these people and organized groups of people who are helping countries to help themselves to move forward need the help we can give to them. We can help them by learning to understand the character of the job with which they are engaged, to understand the organic structure of the modern societies that are having to be encouraged into existence, not as duplicates of our society but as fulfillments of their own cultural traditions and as expressions of their own potentialities.

In Turkey we saw Americans cooperatively involved in a vast literacy program and also in agricultural experiments, in the building of schools, in the building of the free world's defenses through NATO. In India we saw them cooperatively involved in sanitation projects; in agricultural projects—irrigation, improved seeds, grain storage, fertilizers; in village self-help projects; in industrial projects. We found them busy in Thailand and elsewhere helping to train a new crop of administrators, and busy in Vietnam and elsewhere helping to build roads. And these are but samplings of the reasons why we came home proud to be American and proud to be part of the human race.

"Humanity," wrote Jan Smuts, "has struck its tents and is again on the march." Our happy task—or one of our happy tasks—is to understand the direction that humanity wants to take, has a right to take, and is currently taking.

The Inner Light

Genevieve Caulfield has been blind since she was three months old. Nevertheless she was graduated from Trinity College in Washington, D. C., and from Columbia Teachers College in New York City. Then she proceeded to learn the Japanese language and adapt the Thai alphabet so that it could be used for printing books in Braille. Next she went to Bangkok, Thailand, and pioneered there in the teaching of the blind. Her first pupil, she relates, was a twenty-five-year-old princess, her second a poverty-stricken thirteen-year-old boy.

Miss Caulfield's work in Bangkok prospered. Her school, sponsored by the government and by public donations, now has six buildings, fourteen teachers, and one hundred and forty-five pupils. Her personal life too has been full, for she adopted and cared for twin orphans, the children of a Japanese girl who had helped her and whom she had adopted.

When Viet-Nam got interested in educating the blind, Miss Caulfield started an elementary school for the sightless there. Now seventy-one years old, she has somehow found time to write a book, *The Kingdom Within*. "People can't live from externals," Miss Caulfield explains the title. "They're activated by the spirit. There's a supernatural in what people do. I've been motivated by my religion."

Words, Words, Words

You had to weigh your words at the old Plum Springs School. And this was well, for many of them proved to be pure gold, a lifetime treasure that could never be spent or given away.



WORDS ARE CHARMING THINGS from our infancy through life. Humanity has chalked up no more marvelous, mysterious, or miraculous achievement than the contents of the dictionary. Words are the great music of man's universe. They rescue the sounds of nature from unintelligibility. They give meaning and enlargement to what we loosely refer to as thought. Indeed it is words that make thought possible. Words contain and hold meaning, but they do not stop there. Sometimes they hold meaning until it has become stale and tiresome. Then they suddenly put on fresh or kindred meaning, or else appear clothed in meaning so new and different as to be startling. Sometimes they are a bit tricky and have several meanings.

For instance, when I was either ten or eleven years old I was outraged by a news item that appeared in our weekly newspaper. It was a true fore-runner of much of the news in the papers today. It stated merely that three men had robbed a store in a neighboring community. Two of the men had been arrested. Their names, familiar in the criminal news, were given. The item stated, however, that the name of the confederate was unknown. In horror I read it again. It still said the same. I marched in to where my father and mother were sitting and demanded to know why the paper dared to put a Confederate, one who had fought under the Stars and Bars, in such ignoble company. My father understood my anger.

"Bring me your dictionary," he said. I fetched my highly prized birthday present. "Now turn to *confederate*," he directed, "and read what it says."

I found the word and read, greatly puzzled, "A comrade, an ally, a helper," with the distinct feeling that the dictionary had become confused.

"Another thing," my father went on. "Now look in the paper and see if the word is spelled with a capital letter." I looked and it wasn't. "If they had used a capital letter it would mean what you thought, but since it is a small letter it means any of the words you found in the dictionary. This man was a helper of the other two. A capital letter would make it mean that the man helped General Lee or Stonewall Jackson or one of the other southern leaders."

I didn't see very clearly then, but in time I did.

A Trifle Confusing

A word episode occurred at the school a little later that still sticks in my memory. The word was different, and capitalization was not involved. Mr. Hackney was the teacher at the Plum Springs School that year. He was a crippled man, but he could get about faster on his crutches than most of us could without them. That school was firmly committed to discipline, and particularly under Mr. Hackney. But Harry Vernon, the largest boy in school, could give pause to the sternest disciplinarian. Harry wasn't mean at all, but he could leave a teacher greatly

vexed. One day Harry was specially irritating. He did something. I didn't see what, and Mr. Hackney's patience snapped. "Harry Vernon!" he called sharply in tones audible throughout the room.

"I wasn't doin' nothin'," Harry mumbled.

"Then you'd better get to doing something. And listen, Harry Vernon, don't you trifle with me again."

Trifle! I had never heard the word so used, and I don't think any of the others in the room had either. But the general situation, and Mr. Hackney's biting words, suggested the meaning. It appeared that Harry was impressed. He was comparatively saintlike the rest of the day. For us boys a new catchword had been made available. And we used it. All the way home we were saying to one another, "Don't you trifle with me," and "Don't you trifle with me either. If you do I'll make you wish that it was Mr. Hackney a-hold of you."

Claude Lowe said to Clayborne Finn, "I guess you remember what happened to Harry Vernon. Well, if you trifle with me you'll come up with a head and some legs missing."

And Clayborne answered, "Yes, and if you trifle with me, when I get through with you your folks won't recollect they ever had you."

We jested and talked big, but we were coming into the right to put a word to a new use. *Trifle* was a favorite for several afternoons, but we tired of it. Then suddenly it appeared again

with still another meaning. On a Saturday afternoon my Aunt Fannie came to my home bringing a gift. "Brought you some trifle, something new for your Sunday dinner. I read how to make it in *Comfort* magazine."

It was I who rudely broke in. "Trifle!" I exploded. Mr. Hackney's use still lingering. My mother started to rebuke me for my rudeness, but my aunt stopped her. "It does sound sort of funny," she said, "but that is what they called it in the magazine. It is not much different from a jam cake."

There it was. Twice the word had betrayed me. This time it was as if Mr. Hackney had said, "Harry Vernon, don't you jam cake with me." Then I broke into a chuckle. This would be a good one to tell Monday afternoon on the way home. The boys would enjoy it. "Don't you jam cake with me, Jess Stone."

The next year Mr. Clay Haynes was teacher at the Plum Springs School. He too was a word-conscious man. He demanded that words be pronounced correctly, used correctly, and spelled correctly. I remember one condition he made and enforced with regard to promotion from the fifth grade to the sixth grade. (We called them "fifth reader" and "sixth reader" then.) If the scholar couldn't spell these words correctly at the end of the year he simply stayed on in the fifth reader: *necessary, business, separate, diameter, and citizen*.

I don't know why Mr. Haynes chose those words, but he did, and no one can work as hard as we did on them without becoming spelling-conscious. It was good teaching. He was fair about it. He told us before the first week was over that anyone who felt he'd rather stay on in the fifth reader could make sure of it by neglecting those words. There were a lot of other words that we were expected to learn, but those were imperative.

Mixing and Matching

Mr. Haynes was a resourceful teacher. He maneuvered words in greater variety than I have ever known elsewhere. Of course we had spelling matches and all sorts of word-matching matches. One of those was the opposite-meaning match. Sides would be chosen. The two scholars chosen last would stand. Mr. Haynes would point to one. "Hot," he would call out. If the scholar answered "Cold" and spelled it, he was correct and would hold his place, but if he chose *chilly* he was wrong and the next one on his team would take his place. If Mr. Haynes called out "Ugly" he would accept either *pretty* or *beautiful* but not *handsome*.

Ida Spalding called it once, but Mr. Haynes said it wasn't opposite enough.

Then there were matches using words with the same meaning. They were more difficult. "Sick," Mr. Haynes would say, pointing to someone, who might happen to be Frank Spalding.

"I know," said Frank. "Ailing."

"I'll accept *ailing*, Frank. What made you think of it?"

"I heard Grandpa Stone say it this morning," answered Frank.

"I don't know that I ever used it, but it is a good word. See how many words meaning *sick* you can bring in tomorrow."

The next day three of us had *dis-eased*, and Ann Chester Drake (whose father was the community's family doctor) had *unwell*. To the surprise of all of us Harry Vernon stirred in his seat and said "Bad off." He said that his father had said it at breakfast that morning about Ed Brooks, a neighbor. Mr. Haynes was pleased by that show of interest on Harry's part. He explained very patiently that Harry had used two words instead of the desired one. He said that it meant very sick instead of just *sick*. After that Harry was interested in the word matching, and every now and then took part.

Almost every day we matched *sense* and *cents*, *reed* and *read*, or *road* and *rowed*. We would move on a bit, and it would be *complete* and *entire*, *wise* and *ignorant*, or *brave* and *cowardly*. If one of the words caught our special fancy we would practice up on its use as we went home that afternoon. Hackney Brooks would pipe out, "I know what's the matter with Henry Stiles. He's not *wise*; he's *ignorant*." And Henry would answer that Hackney didn't have enough sense to be either.

One day Mr. Haynes wrote the word *you* on the board and asked us to be ready on the following day to name two more words pronounced exactly the same but with an entirely different meaning and spelling. We could use the dictionary all we wanted to, or any other book, but we were put on our honor not to ask or accept help from anyone. The next morning everyone had *ewe*, but Ann Chester Drake was the only one with a perfect score. She had remembered *yew* from Gray's "Elegy." I was angry at myself all day. I knew that poem just as well as Ann Chester did. Why hadn't I recalled the word?

A day or two after that Mr. Haynes challenged us with a similar assignment, *rose*. We all came in with *rows*, but even Ann Chester didn't have *roes*. Apparently it had been omitted from the McGuffey selections. The

next time it was *I*. All of us had *eye*, but again it was Ann Chester who had *aye*. McGuffey hadn't been so careless there.

Words Widen the World

Mr. Haynes was a master of the use of variety. One day we had our McGuffeys held ready to begin reading. Then Mr. Haynes said, "We won't read today. I want each one when I call your name to stand and pronounce four words and spell them. Don't use a book. You can select words from today's lesson or any lesson, or you can use a word that hasn't been in a lesson. But don't use little words like *the* or *it* or *us*. Ann Chester, you recite."

Ann Chester stood promptly as she always did. I remember only one of her words. It was *battle*. The others Mr. Haynes accepted readily. Harry Vernon's hand was up.

"I know about a battle," he said, "I heard Grandpa telling about it."

Mr. Haynes started to wave Harry to his seat, but stopped suddenly. He was too good a teacher to discourage any willingness on Harry's part to join in a recitation.

"All right, Harry. Tell about the battle your grandfather fought in."

Harry's eagerness still held. "It was the Battle of Shiloh," he explained. "Grandpa's gun wouldn't shoot. He fell in a river and it got wet and wouldn't shoot, and when the Yankees saw his gun wouldn't shoot they just about captured him. They shot at him, but he couldn't shoot back at them because his gun wouldn't shoot."

It was perhaps Harry's greatest display of continuity during his entire school career. He stopped suddenly.

"Go ahead," said Mr. Haynes. "What happened?"

"I don't recollect, I guess Grandpa captured them."

"It was a good recitation, Harry. Now tell us four words you used."

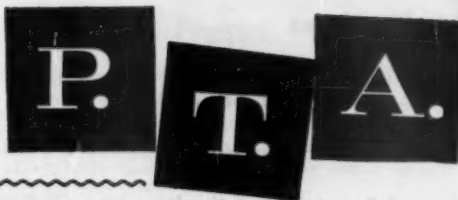
Harry's four words are remembered in Plum Springs today: *shoot, grandpa, gun, shoot*. Harry sat down so suddenly that the bench almost bounced. Very clearly, Mr. Haynes was pleased. "A good recitation, Harry. Tomorrow I want you to spell *shoot*."

Since those dear days words have been for me all but human. I love to hear words, to speak words, to watch them march across a page. Surely mankind is safe. The inventor of words can come to no bad end.

A. L. Crabb, chronicler of Plum Springs, has long played a dual role—as professor of education at George Peabody College for teachers and as a writer of many delightful books.

Keeping Pace

with the



Dad Sings Out

Sigmund Romberg's "Stout-hearted Men" is the favorite song of the twenty-five stout-hearted gentlemen who make up the West Lawn P.T.A. Fathersingers chorus in Grand Island, Nebraska. As the only Fathersingers in the state they are greatly sought after for P.T.A. programs as well as other community affairs.

The group was formed two years ago at the suggestion of the West Lawn P.T.A. executive board. Only six fathers turned up for the first practice, but it wasn't long before their number quadrupled. Most of the twenty-five can't read music, and some had never before had the courage to vocalize outside the shower. "The thing that makes us a success," explains Willis Stull, their director, "is our *desire* to sing."

Gifts That Grow

When Hilding S. Chilgren, a junior high school teacher in Opportunity, Washington, was awarded an honorary state life membership by the North Pines P.T.A., the distinction was twofold: Not only had he received the highest honor his local P.T.A. could give, but he was the five-thousandth resident of the state to become an honorary life member. And those five thousand memberships, at twenty-five dollars each, have in turn made possible a thriving state scholarship program.

In the past thirteen years the Washington Congress of Parents and Teachers has awarded 771 scholarships to high school graduates who plan to become teachers. Besides the proceeds from life memberships, the scholarship fund is swelled by contributions from P.T.A. groups and individual members, "In Memoriam" gifts, and other voluntary contributions.

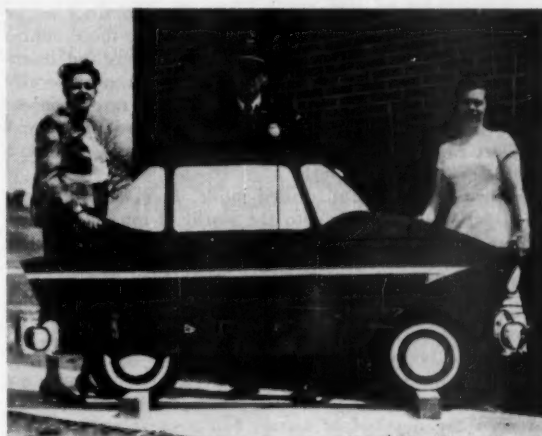
Safety at the Blue-Grass Roots

For five days last April three thousand school children in Owensboro, Kentucky, practiced riding their bikes on make-believe streets, passing make-believe cars, and turning make-believe corners—all in scrupulous accord with the laws of safety. They were taking part in a city-wide safety education program sponsored by the Owensboro Council of Parent-Teacher Associations.

Thanks to careful planning, the program clicked from the start. First came a meeting of safety chairmen from the fourteen P.T.A.'s in the council, along with members of the police department, state troopers, the mayor, the city commissioners, the school board, and officers of the city council. Mrs. Robert L. Burns, P.T.A. council president, explained

the program and briefed the chairmen. Each then went back to her school and, assisted by police, marked the school yards with white lines to denote streets and intersections. Special signs, such as "Stop" and "Yield Right of Way," were supplied by the city, and a local business firm provided the small-scale cars. Naturally the bike-riding children were entranced by the equipment and came through their safety education course with flying colors.

In the photograph we see Mrs. Burns (left); Vernie Bidwell, chief of police; and Mrs. Ronald Faber, Owensboro Council safety chairman.



"P.T.A. on the Air"

That's the title of the six-months-old series of weekly radio broadcasts conducted by the Nassau, Long Island, District, New York State Congress of Parents and Teachers. An audience of tens of thousands of listeners tunes in to hear lively interviews of interest not only to P.T.A. members but to all citizens. The titles alone have a strong appeal: "Television—Friend or Foe?" "Families and Children in Court," "Co-Stars: Parent and Child," "Take Me to Your Readers" (for National Library Week), "Report on the White House Conference" (with Mrs. Clifford N. Jenkins, first vice-president of the National Congress of Parents and Teachers, as guest).

After each broadcast the scripts and tapes are made available to P.T.A.'s and other groups. Some of the tapes have also been requested by the U.S. Information Agency for broadcast over Radio Free Europe.

Schools too have tuned in on the programs, via classroom public-address systems. In one community all the sixth-grade classes used "Families and Children in Court" in a study of courts of law.

Evaluations

of TV Programs

Leonard Bernstein and the New York Philharmonic. CBS.

"In a world of rock-'n'-roll and payola, this program comes as an uplifting experience," says one of the P.T.A. viewers. "What a pity that it comes to us so infrequently!"

This wonderful program is, in a double sense, a rare delight for all who love beautiful music. For on Leonard Bernstein's hour we get the very best: superb music interpreted by one of the finest orchestras in the world under the direction of one of the great conductors of our time. Music like this, so played and so directed, speaks for its matchless self.

Yet in these world-beloved symphonies and overtures and concertos there are overtones of meaning that the untrained ear may fail to find. So there are always a few words of careful explanation—words that conduct us, as if we were the orchestra itself, through the more subtle mazes of the music. Even a child can understand many of Leonard Bernstein's explanations. Even a musically trained adult can learn from them. Here is a rare phenomenon indeed: a distinguished artist fired with the zeal to share his own appreciation with listeners who may have almost everything to learn.

Skilled musician and skilled guide, Leonard Bernstein has opened wide doors into the world of music. Now we can really hear.

The Zane Grey Show. CBS.

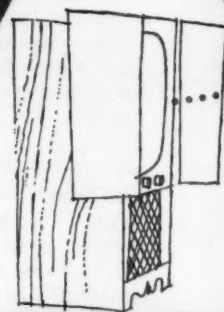
Some parents will discover in this series a nostalgic charm that takes them back to the days when they too yearned to be riders of the purple sage. Prolific as Zane Grey was, the public libraries of those days just couldn't yield enough of the glamour-packed, dog-eared volumes to meet the demand of youth. Not a great writer, Zane Grey, yet each of his tales contains the true stuff of adventure and romance and, most luscious of all to young imaginations, gobs of gorgeous, glowing color—of sunrise over the desert, lonely campfires by night, mountain gorge and gaudy music hall, brass-studded saddles and foam-flecked horses.

And now here they are, these beloved stories, for the children of another generation to gallop through in the scant twenty-seven minutes between *Johnny Ringo* and *The Untouchables*. Is it the old Zane Grey? Not quite. Is it just another western? Not quite that either. It's conscientiously placed in the Civil War period, and some of the shows dealing with the war itself strike a note that rings fairly deep. Others make an attempt, a rather successful one, at real drama, with a valid moral conflict, and genuine human beings mustering the best that is in them to find a solution they can live with. But this doesn't happen every week. A good deal of the time it's just sin, suspicion, and shooting, the same as every other western. And even when the program is at its serious, well-meant best the glow that glorified those old, worn volumes is gone. Maybe it was a synthetic glow, but it warmed hearts and dreams, and the aspirations it aroused were far from ignoble.

You don't know what we mean, Junior? Ask for some Zane Grey novels at the public library. If you don't know which one to read first, ask Dad.

TIME
OUT

for



A FAMILY GUIDE FOR

The Man and the Challenge. NBC.

How much can a human being endure? How much pain, how much terror, how much loneliness or fatigue or frustration or brainwashing can he survive without cracking up? It is an arresting question in an age when nobody knows what emergencies, what undreamed-of stresses humanity may have to face in the future.

How is this question to be answered? In part by painstaking research on animals and men in space capsules or deep-sea diving gear or hospital beds; in part by our knowledge of heroic actions done amidst disaster or disease; in part by our own victories in the ordeals of daily living.

It cannot be answered by a made-up story about fictional people subjected to imaginary tests whose results are predetermined. Yet this program is presented in an atmosphere so solemn and intense that the viewer is apt to take it seriously. We need to remind ourselves again and again that nothing is proved by what we see: men practicing yoga while suffocating under tons of dirt, or crumbling under mental torments, or being kept awake for agonizing days and nights, or deliberately baring their bodies to ingenious torments.

Such "experiments," performed on isolated individuals, without scientific method or controls, would of course prove nothing even if they were real. Yet every week the savage ritual is acted out, with a zeal that may well be more frightening even than the simulated agonies of the victims. Can it be that the viewers are expected to find human suffering entertaining? What are we supposed to be—Neroes?

Surely in an age when so many people turn to tran-

Television



R BETTER VIEWING

quilizers just to meet the strain of daily living, we needn't pile up fake horrors to stretch our nerves still nearer the breaking point. It might be well for us to keep in mind one simple fact of history: Nero was himself a victim—of insanity.

Popeye Theater. CBS.

This brawny little pipe smoker in the sailor suit has for many years now busied himself defending the weak and helpless. His weapons are a spinach-powered wallop and torrents of ungrammatical abuse. It's likely that children watching the program are more impressed with his methods than with his motives.

Children do realize, and delight in, the absurdity of this series, as bursts of extravagant laughter will testify. But this is a level of absurdity that is all too easy for children to imitate. If your youngster swaggers through the house flailing his arms at anyone who crosses him, if he thinks it's funny to answer you in the accents of a waterfront tough, if he chortles with glee as he watches someone suffer a painful mishap, you may be watching Popeye, Junior. Maybe he will happen to remember that some of Popeye's antics ostensibly spring from chivalrous motives. But if he does, he may well form an unfortunate association in his mind between humanitarianism and vulgarity.

For the rest, Popeye probably takes the cake among all the cartoon series for noise, confusion, bewilderment, haste, waste, and general silliness. True, some adults have a warm feeling, perhaps born of their own comic-book phase, for Popeye and spinach. Others consider this program passé for children of the Space Age. They would wish to have its nerve-tearing din replaced by something less durable—and more endurable.

Bright Prospect

The networks aren't promising us much for summer, but come fall, they assure us, they're going to begin carrying out all those promises about improving the quality of TV programs. We'll be right there, waiting and hoping. As far as anybody can tell for sure, we ought to get most of the following next fall:

Shakespeare's *Julius Caesar* and *Macbeth*, the former done in modern dress by Orson Welles, with a cast of British performers, the latter filmed in Scotland and England this summer for the *Hallmark Hall of Fame*. CBS.

Candid Camera, the amusing documentary you've seen on the *Garry Moore Show*. This will appear as a weekly half-hour series beginning in the fall. CBS.

An adaptation by John Mortimer of Stefan Zweig's story, *Four-and-Twenty Hours in a Woman's Life*, with Ingrid Bergman and Maximilian Schell. A ninety-minute production staged by Raymond Rouleau, one of France's foremost directors of stage, film, and opera. CBS.

Two biblical dramas based on the life of David and filmed on location in Israel. They will be produced by William Goetz, who gave us the films of *Song of Bernadette* and *Sayonara*. ABC.

A visual record of modern world history based on the six volumes of Sir Winston Churchill's memoirs. Special music will be composed for the series by Richard Rodgers, winner of two awards for his score for *Victory at Sea*. ABC.

Tomorrow, a series of one-hour specials, to be presented in prime evening time, showing how new developments in science and technology will affect the lives of people everywhere. CBS.

A contemporary ballet based on the story of Noah. The music will be composed by Igor Stravinsky; George Balanchine will do the choreography. CBS.

A series of special children's shows based on the classics. Each story will occupy two hours, the first hour on one evening and the second in the same time period the next evening. Under consideration for the series are *David Copperfield*, *Robinson Crusoe*, *The Three Musketeers*, and *Captains Courageous*. CBS.

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"Extremes of violence will not be used on NBC programs for children," promises James A. Stabile, vice-president in charge of standards for the NBC network. "Leering sex" is also to be banned from children's programs. A step in the right direction, NBC, but let's not forget that adult shows with these objectionable features are still presented at hours the children call their own.

Howdy Doody Takes Time Out for Books

Some thirty seconds at the close of each *Howdy Doody* program are now devoted to recommending good books for children. The books are selected by a committee of experts, one of whom, Ruth Gagliardo, is library services director for the Kansas State Teachers Association and former National Congress Reading and Library Service chairman. The other experts are Mildred Batchelder, executive secretary of the Children's Service Division of the American Library Association; Ruth Harshaw, originator and moderator of two noted Chicago book broadcast series; and Frances A. Sullivan, head of the Children's Department at the Wichita (Kansas) City Library, and present chairman of the National Congress Reading and Library Service Committee.

Sentence Summaries

FOR COMPLETE REVIEWS, SEE THE ISSUE INDICATED

The Alaskans. ABC. Prescription: Wrap well in icy indifference and dump permanently into the deep freeze. April.

Alfred Hitchcock Presents. CBS. Nobody would recommend this bizarre entertainment for children, but for sophisticated adults it offers a sort of cerebral delight. April.

American Bandstand. ABC. Friendly gaiety. September.

Bachelor Father. NBC. You won't miss much if you miss this one. February.

Bat Masterson. NBC. Not a show for children, but they'll probably keep right on going to *Bat* for their entertainment. November.

Blue Fairy. Independent. We like it so much we don't want to lose a single bewitching word. January.

Bugs Bunny. Independent. Its most useful function is to keep children out from underfoot at an hour when Mother is busy in the kitchen. December.

Captain Kangaroo. CBS. A first-rate show, heartily recommended for preschool and school-age children and for all who are not exiles from the world of childhood. September.

Circus Boy. NBC. A new realm of experience for older children, one that will enlarge their minds and awaken new human sympathies. September.

Danny Thomas. CBS. Many a half hour of genial mirth and tender feeling. Occasionally trivial. January.

Dennis the Menace. CBS. As long as he continues to rampage across the screen in the grip of a relentless formula, Dennis the Menace really is. April.

Dick Clark. See *American Bandstand*.

Ding Dong School. Independent. To help your children explore their world and find it good, let the big ding-dong summon them to this happy preschool of the air. September.

Father Knows Best. CBS. Entertaining and valuable for the entire family. September.

Fury. NBC. This fine show offers excellent material for family discussions. December.

The Gale Storm Show. See *My Little Margie*.

Groucho Marx. NBC. Zany humor with granite in it. It's up to you to decide whether this program, like an oyster shell, contains a pearl or a grain of sand. March.

Gunsmoke. CBS. Offers real moral teaching, and less shooting and dying than most westerns; however, the dying is thorough. December.

Have Gun—Will Travel. CBS. Much too demanding emotionally for children; a show for men and women who wish the world would hold its hand and think. January.

Hawaiian Eye. ABC. A mess of mildewed leftovers from the private-eye blue plate. March.

Heckle and Jeckle. CBS. Just a heap of rubbish. November.

Hennessey. CBS. A congenial show; relaxing fun the family can enjoy together. March.

Here's Geraldine. ABC. Amusing conversation, nonsense, gay songs, and the inevitable cartoons. November.

High Road. ABC. A topnotch documentary film dealing with the peoples of the world and their cultures. April.

Howdy Doody. NBC. It may not hurt two-year-olds to watch this show—but why should they? September.

Laramie and *Tales of Wells Fargo*. NBC. There's not much of a choice between these two, but hour-long *Laramie* kills twice as much time as *Wells Fargo*. May.

Lassie. CBS. Worthwhile viewing for the entire family. September.

Leave It to Beaver. ABC. Leave it to your family to take this program into their hearts and heads. October.

Lone Ranger. CBS. Once a giant-sized boy scout, the Ranger has taken to activities that will never win him a merit badge. April.

Looney Tunes, *Merrie Melodies*, *Terrytoons*. Independent. After these stifling cartoons, the best thing to do is go outdoors for some good fresh air. February.

Loretta Young Show. NBC. Miss Young's program is worthy of her. It is not, however, a program most children will enjoy. February.

Lunchtime Little Theater. Independent. Turn quickly to another station. November.

Mighty Mouse. CBS. Recommended for mice. September.

My Friend Flicka. ABC. Pleasant viewing for young children. But if you happen to have read the beautiful and tender book, you may be heartbroken to see what a feeble fable has been constructed from it. March.

My Little Margie and *The Gale Storm Show*. ABC. The frothiest entertainment for an idle half hour. December.

On the Go. CBS. Not for children; for adults, relaxed, informative viewing. November.

Our American Heritage. NBC. A sincere effort to present programs of artistic and educational merit, this series has rendered a real service to older children in bringing history to life. But—why isn't it even better than it is? May.

Outerspace Theater (*Commander Coty*, *Flash Gordon*). ABC. It would be hard to make a choice between these rocket racketeers—one deadening, the other deafening. December.

Perry Mason. CBS. Here's a detective series that doesn't rely on belly blows or belly laughs or on the rude appeal of lawless power. A healthy mental exercise for adults and alert teenagers. March.

Peter Gunn. NBC. For adults with a taste for superficial excitement, this is a tangy dish. For the young, it's too pungent. May.

Real McCoys. ABC. A wholesome experience for the entire family. October.

The Red Skelton Show. CBS. This comedy series ranges from near top drawer to bottom shelf. February.

Rifleman. ABC. Everybody knows where scraps belong. December.

Rin-Tin-Tin. ABC. Why doesn't Rinty talk it over with ~~basic~~ January.

Robin Hood. CBS. If the characters sometimes look as if they'd be more at home at a costume party than in Sherwood Forest, at least some young viewers may be tempted to ask for the Robin Hood ballads at the public library. May.

Romper Room. Independent. At least it's harmless. September.

Ruff and Ready. NBC. A show that can teach a child to flutter the wings of fancy. November.

Sam Levenson. CBS. So long, Sam. We'll be seeing you, we just know we will. November.

Sea Hunt. NBC. Recommended for everyone who can hear the irresistible call of adventure in strange and perilous places. October.

77 Sunset Strip. ABC. Violence served with a sauce of glamour is still violence. November.

Shirley Temple's Storybook. ABC. One of the most successful of all the attempts to reproduce good literature on the TV screen. January.

Shock Theatre. ABC. What is the purpose of this thing, anyway—to make us wake up screaming? September.

Tales of Wells Fargo. NBC. See *Laramie*.

The Three Stooges. ABC. Not even the producer and the sponsors should have to endure *The Three Stooges* more than once. February.

Twentieth Century. CBS. Solid meat on every show, with a bonus of nourishing food for family discussion afterward. April.

Wanted, Dead or Alive. CBS. Most families will readily label this program "Not Wanted, Dead or Alive." September.

West Point. Independent. A program that presents American ideals of conduct in a setting that makes them understandable, appealing, and important. March.

Whirlybirds. Independent. Straight, clean, absorbing adventure. November.

Woman. CBS. A superior program, and a few alterations could make it excellent. January, February.

Woody Woodpecker. Independent. One of the more imaginative of the cartoons. October.

Wyatt Earp. ABC. A show for the whole family, the whole nation, to view with alarm. October.

“WHERE THE

Wild Thyme

BLOWS”

HAVE YOU EVER NOTICED SQUIRRELS MAKING A NEST by piling fresh green leaf on fresh green leaf in the notch of a tree in early summer? And have you asked yourself, “Why? Surely young, venturesome babies couldn’t be raised in such a home.” Yet in the autumn when the leaves have fallen, it is still there, an untidy mass silhouetted against the sky in the bare branches of the tree.

Or have you wondered why the brash bluejay seems to take over in a grove of oak trees? Or, perhaps, where those little saliva-like balls come from that cling to a plant or appear in the open fields in great abundance?

These were among the questions I took with me last summer to the Audubon camp in Greenwich, Connecticut. There, with others eager to learn more about wildlife, and experts skilled in teaching, I had a glorious and fruitful two-week vacation. Never again will I walk a country road and be blind to the many significant signs of life that are evident everywhere to the trained eye.

There are now four Audubon camps, spanning the continent. The first was established in Maine—at Muscongus Bay in the Todd Wildlife Sanctuary—in 1936. In addition to this and the Connecticut camp, there is one at Hunt Hill, in the lake country of northern Wisconsin, and one in the high sierras of California. The society also maintains a bird sanctuary in Florida and arranges tours in several areas there.

To Serve and Conserve

When I told one of my neighbors that I was going to a camp run by the Audubon Society, she said, “Why, that’s the group that teaches you to recognize birds.” In a historical sense she was right. Appreciation and protection of birds was once the main aim of the Audubon Society. But today the society has enlarged its concerns to include not just birds, indeed not just wildlife in general, but all nature. Its main emphasis is on the conservation of vital re-

GRACE JACKSON MITCHELL



© Audubon Center, Greenwich, Connecticut

Tramp the colorful woods all day, sleep in gay and comfortable quarters through the cool night, enjoy the zestful company of others who are learning about nature. That's life—and it is life—in an Audubon camp.

sources, the country over. Faced with such immediate and urgent problems as water shortages, soil erosion, forest fires, blights that affect our important trees, and insect invasions, the Audubon Society is constantly seeking new and better methods of solving them.

Keeping abreast of the vast new knowledge that is accumulating with such astounding speed, the society is trying not only to educate the general public but to assist our legislators in making wise provision for the best use of this rich heritage. It stresses also, in all its teaching, the essential interdependence of every link in the vastly complicated chain of life, with each tree, each bird, each animal having a logical, specific place and an exact use in nature's tremendous scheme.

To many of us at the camp this was a completely new and exciting concept. It seemed more reasonable, too, than classifying any manifestation of life as "good" or "bad"—and far more satisfying—to learn how living things, large and small, all fit together in a precise pattern.

Here is an amusing illustration of this dawning realization: A woman, in spite of hearing the new viewpoint stressed again and again, said one day in evident exasperation, "I don't care what you say; I still don't see why nature made a mosquito!" The patient instructor shook his head—a little wearily, I thought—and said, "That's simply because you're not a sunfish."

Although the program is planned primarily for teachers, the fact that the camps are open to anyone over eighteen (no top limit), with no special prerequisites, results in a many-aged group from various places and with quite different backgrounds. This greatly enhances the variety and breadth of the discussions. Usually people to whom nature is a paramount interest have significant experiences to share.

The schedule is skillfully geared to satisfy a camper who has perhaps been for many years a gardener, a bird watcher, a wildflower enthusiast, or a city dweller with small opportunity for direct observation of the ways of nature.

One such young woman from New York was viewing colored slides of insects (greatly enlarged). The narrator had just said quietly, "Now we see the ants carrying away the larvae," when she called out in sudden desperation, "Please don't take it away yet. First tell us which are the ants and which are the larvae!"



© Audubon Center, Greenwich, Connecticut

Audubon Center, in the outskirts of the beautiful town of Greenwich, Connecticut, is surely an ideal location for a camp. Its carefully marked nature trail, extending through the leafy wood, its hundred-twenty-five-acre wildflower sanctuary, and its large, well-equipped Trailside Museum (so exciting merely to browse in) all contribute to its value.

A big, cool converted barn makes a spacious and pleasant dining room. In 1957 the newly constructed dormitory was used for the first time. It is like a beautiful, comfortable motel, and the two-camper rooms house forty people. Each room is attractively furnished with metal furniture and colorful, artistic draperies and has its own bath. The building also contains an attractive library and a commodious hall for lectures, equipped with comfortable chairs, sofas, projectors, and screen.

Ways and Meanings

Duryea Morton, naturalist and writer, is director of the Connecticut camp. His background is impressive. For ten years he has taught natural history and conservation in Connecticut and Washington, D. C., public schools. He is the author of a recent book, the first of a series for children about natural habitats, entitled *Who Lives in a Field?*

His contagious enthusiasm and skill in working well with people are reflected in the entire camp. We campers felt that it was run as a camp should be run, in a relaxed and pleasant fashion but with thorough efficiency. This meant that none of our precious vacation time was lost.

Since the sessions began on Monday morning,

campers started coming in on Sunday from fourteen states, including Texas, and Canada. All through the afternoon there was the cheerful hubbub of registration and unpacking. By evening almost everyone was there, and we began our happy adventure, starting off with a gay get-acquainted party after supper. Picnics and parties are part of the program.

On Monday morning, in appropriately casual and comfortable clothing, we took to the woods. Field glasses and cameras were slung aboard, and the whole outdoors, our new classroom, beckoned us beguilingly.

Each group met strictly on time. Mimeographed outlines were given us to save taking notes. We also received authoritative leaflets and brochures on each subject as well as suggestions as to the outstanding literature in that particular field.

Informality was achieved within the framework of this excellent organization by our adopting Mr. Morton's suggestion that we use first names at once. A system of cooperative k.p. for help in serving meals to both campers and staff, and a daily rotation of places at the table, also contributed to the jolly holiday atmosphere.

Leonard J. Bradley, the other permanent member of the staff—he has been at the Connecticut camp since 1947—has a lifelong love of botany and a completely original twist in presenting it.

"Look at the silver-leaf maple," he told us, "and notice the sharp 'v' in the leaf. The cut in the sugar-maple leaf is much rounder, like the 'u' in *sugar*. That makes it easy to remember."

Of course, there was the usual skeptic in the group. "What about the red maple, Mr. Bradley? That has a pretty sharp 'v' also. How do you remember that?"

"Oh, that," said Mr. Bradley with his usual nonchalance. "That's easy, too. That's the 'ved' maple."

Curiosity and wonder about the ways of nature seem to be inherent in all of us. The cultivation of this interest, no matter where we live or what our age, can become a lifetime delight and a source of deep, invigorating refreshment.

I've had many happy vacations but none that gave me such intense joy, so much new understanding, or so many memorable experiences. I absorbed so much of nature's fascinating lore—and in what a relaxed and delightful fashion—in trips around Greenwich, on treks through fields and woods, and on longer excursions to the shore, a stone quarry, and a model farm. A vacation at an Audubon camp is like opening a vast number of doors, making life each day more rich and significant and helping one to be more at home in his world.

Grace Jackson Mitchell, an enthusiastic Audubon camper, was a newspaperwoman before becoming the wife of an engineer and the mother of two boys. After years of busy parenthood she now has time to pursue two of her major interests—nature and writing.

Water Ways for the Family

DADDY LIKES GOLF. Mom prefers bowling. Sis goes on ski trips, and Junior is mad about baseball. Every member of the household has his favorite sport. But isn't there something they can all do together? Yes, says the American Red Cross, and many families have discovered it already—water sports.

In fact, recreation in and on the water is now the leading family sport in America. During spring and summer, more and more families are spending their leisure hours swimming, boating, and fishing, not to mention water skiing and skin diving and underwater-ballet dancing for unusually venturesome spirits.

Mindful of the hazards inherent in all these exhilarating activities, the Red Cross is urging parent-teacher associations to plan educational programs on water safety for the benefit of the whole family. The Red Cross knows what it's talking about, too, for it has had water safety education programs since 1914.

Let's suppose that on some bright early-summer evening youngsters and their parents are invited to a special meeting. The program begins with an award-winning Red Cross film, *Teaching Johnny To Swim*. After the film, which lasts fourteen minutes, an expert swimmer or a lifeguard or a Red Cross instructor demonstrates the latest methods of artificial respiration.

At another program a swimming pool becomes a lecture platform on which Red Cross instructors demonstrate the use of safety measures in small craft. (Plenty of opportunities for humor and drama in this feature, as Daddy struggles to start the motor or Mom almost forgets to duck under the sailboat's boom.) If facilities are available, a film is shown before or after the demonstration. The Red Cross has an appropriate one on the handling of small craft, called *Boats, Motors, and People*. It runs for thirteen minutes.

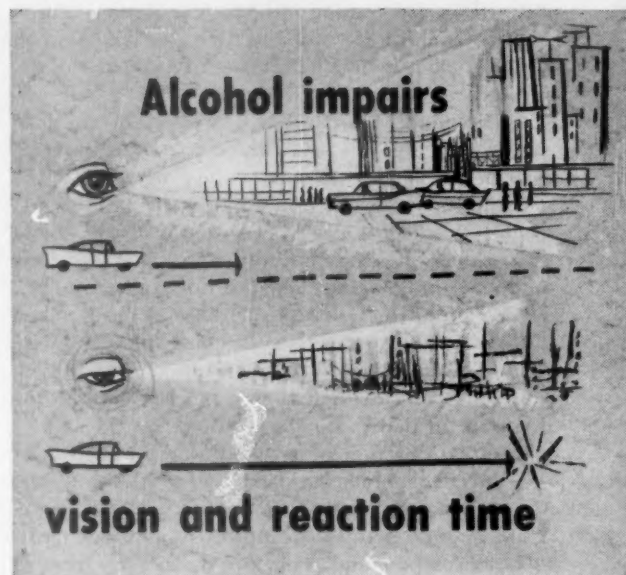
The most helpful of all educational programs for safety in the water is a workshop for parents, conducted by a Red Cross water safety instructor. Here parents learn to use the techniques described in the manual entitled (like the film) *Teaching Johnny To Swim*. Just a little well-directed instruction shows you how you can actually become your children's swimming teacher.

These films are only two of the lively and practical aids that every local Red Cross chapter is ready to supply to P.T.A.'s, free for the asking. For instance, it has lots of slides and posters, as well as many other program suggestions.

So let's get in the swim with a water safety program today!

EVERY STATE IN THE UNION requires that some instruction about beverage alcohol be given in schools. This recognition of the importance of alcohol education is good. But does it guarantee uniformly high quality? Unfortunately no. In some schools the instruction is superior. In others it is simply inept, and in far too many it is shockingly distorted or deficient. Parents and teachers should be concerned about the quality of alcohol education just as they are concerned about the quality of other kinds of education in the school program.

Probably we have left behind us the days when a teacher demonstrated the evils of liquor by dropping the contents of an eggshell into a glass of alcohol and staring with horror as the egg coagulated and shriveled. This, she explained, is what happens to the tender tissues of our kidneys, brains, livers, and other vital organs when alcohol seeps into them. Of course this is not what happens. If such unscientific teaching has been eliminated from classrooms today, remnants of it remain.



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HERMAN E. KRIMMEL

What Approach to

Some so-called educational materials still border on the absurd. One manual, for example, says that Lee, Jackson, and Jeb Stuart were the South's greatest generals because they were total abstainers. It's not difficult for intelligent high school students to detect the absurdity in this reasoning. They know that abstinence alone doesn't make a great general. But many manuals mix fact and fiction so insidiously that teachers as well as students have difficulty distinguishing between them. Some warn grimly that alcohol assaults the central nervous system and the higher brain areas with inevitable and irreparable damage to motor and mental functioning, although medical and other scientific evidence definitely refutes this statement.

Folklore or Fact?

Unquestionably students should know what alcohol is and what it does in the human body. But they should be presented with facts, not with fancies, myths, or half truths. If we would teach children to be honest and truthful, we cannot afford to be less than honest and truthful with them on any subject. The impartial presentation of knowledge and opinion, especially in controversial areas, is generally agreed to be educationally sound, and there is no reason or excuse for a different approach in teaching about alcohol. Parents have a right to expect that

their children will be exposed to facts about alcohol rather than to fiction.

One of the questions a student needs to have answered is, What is alcohol? Alcohol is not, as one manual implies, a narcotic in the same category as morphine and heroin. A few shots of heroin and the user is "hooked," because his body immediately creates a physical tolerance and requires continuing and increasing doses. Alcohol, on the contrary, has no such universal effect. The cause of alcoholism, it has been said, is in the man, not in the bottle. But precisely what the cause or causes are, research has not yet determined with certainty.

Many students are told, or have heard, that alcohol is a poison. It certainly is not a poison in the sense that snake venom is, and there are physicians who deny that it ever deserves that label. Reckless overdoses may indirectly cause death, but under certain circumstances so can an excessive intake of sugar. The cause of death in both cases is a derangement of metabolism.

Alcohol has also been called a food. If caloric content is a sole requirement, alcohol qualifies because it is loaded with calories. It has no other food values, however. It has no minerals, vitamins, carbohydrates, proteins, or related essentials for physical well-being.

What, then, is alcohol? It does have the properties of a drug; it is essentially a sedative; and it can be

an anesthetic. These are facts students should know.

There are other facts, sociological facts, that students need to learn. Whether we like it or not, it is a fact that moderate drinking, but not drunkenness, is an acceptable social custom among a large part of the adult population. Equally important, of course, is the fact that a sizable minority (about 30 per cent) choose to abstain and that some abstainers object to drinking by others. Some religious groups condemn drinking; others do not.

It is important that adults as well as teen-agers recognize the fact that there are these differing attitudes toward drinking. They should also recognize that the decision to abstain or to drink is a personal choice made in terms of personal convictions and values. A democratic society respects the right of every individual to his own convictions as long as he does not use them to harm others.

Clearly the decision about drinking should be an adult decision. There is general agreement that adolescents should not drink except for appropriate re-

ever it may be. And they may work as lawyers, doctors, plumbers, teachers, or television repairmen, for every profession and trade unfortunately has its share of alcoholics. They seem pretty much like other people except that they compulsively drink too much.

Many students do not know these rather elementary facts. They don't know them because their parents and teachers don't know them. And misinformation or lack of information is one reason why adults so often rely on the heat of emotion rather than the light of knowledge when they discuss alcohol.

Honesty Works Best

No one would use an emotional approach in teaching young people to drive, for example. Yet a car, like alcohol, can be a grave peril in the hands of an irresponsible person. At home and at school adolescents are given necessary information about automobiles and taught to handle them with care and respect for potential danger. They learn the dangers of driving so as to know how to cope with them.

Alcohol Education?

ligious observances or perhaps within the family group. The laws of most states support this conviction by forbidding the sale of liquor to minors.

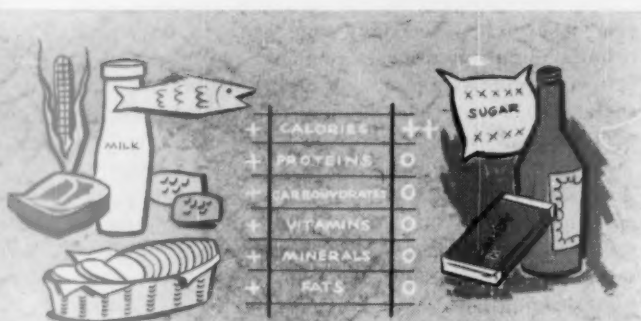
The purpose of sound alcohol education is to prepare young people gradually for the decisions they will make as adults. This is accomplished by providing them with accurate information. It is not accomplished by attempting to frighten them with half truths that may later arouse emotional disturbances and conflicts.

A student should learn that approximately one out of every sixteen who drink becomes a problem drinker or an alcoholic and that alcoholism can be a devastating illness. He should also know that the other fifteen take a drink socially without disturbing their relationships to family or friends, without impairing their ability to earn a living, and without damaging their health. Young people should be aware that not every person who slips into occasional overindulgence is an alcoholic, and they should be equally aware of the dangers of overindulgence.

It is important for students to know that those who do become alcoholics are sick people, not moral derelicts. They are sick just as the victims of diabetes, tuberculosis, and heart trouble are sick. The student should know, too, that only a few alcoholics, not more than 4 to 7 per cent, ever sink to Skid Row. The vast majority manage to carry on their work, what-

Fear as a teaching technique has many disadvantages. One is that it depends on distortions and half truths. It is likely, therefore, to undermine young people's faith in the knowledge and honesty of adults. Young people are intelligent and observant. Since they observe perfectly healthy adults drinking, they can't be deluded into thinking that death and disease are inseparable companions of alcohol. Furthermore, the possibility that they might become alcoholics or victims of liver cirrhosis in the distant future has little impact, for to youth the distant future is remote indeed.

The analogy to driving may again be appropriate. Young people are seldom discouraged from learning to drive because of the statistics on highway fatalities. Even the sight of the twisted results of a wreck has little deterrent value, although it may reinforce their determination to become competent and careful drivers. It is equally improbable that the spectacle of a few lost souls tumbling out of a gin mill will have any perceptible effect on a teen-ager's decision about drinking. Most are unable to relate such extreme pathology to their own lives. On the other hand, unexaggerated information may be effective. Students should learn that the use of alcohol can have undesirable effects. Inhibitions are relaxed, judgment can be impaired, and reaction time is slowed.



Alcohol is an incomplete food

© Cleveland Health Museum

Preaching is as futile as the scare technique, although advice is ladled out daily with unwelcome generosity. When seventeen thousand college students were queried, more than 90 per cent reported that they had received advice heaped on advice. Rightly or wrongly, most of them ignored it. On the other hand, many teachers find that students show real interest when they realize they are not going to be lectured about the evils of alcohol. They are most receptive to information when they are encouraged to express their own feelings and views without fear of moral reproach, when they feel free to ask the questions that trouble them.

If education about alcohol is to be effective, it must be realistic and honest. The known data must be presented without bias, and facts must be sorted from speculation. However, factual information alone isn't enough. Some parents and teachers seem to believe that if teen-agers are provided with all the facts they can assimilate, they will automatically use them to the best advantage. It doesn't work that way. Young people do not enter the facts on the debit or credit side of the ledger and make the decision to drink or not to drink in accordance with the balance. This may be the way some people buy cars or houses, but it is seldom the way they make decisions about behavior. From some manuals the reader forms the image of a deeply thoughtful young man, sitting as if he had been carved by Rodin while contemplating a soliloquy by Shakespeare. To drink or not to drink? This is the question.

Good Chance for a Good Choice

Adolescents start to drink, if they start at all, during the gradual, almost imperceptible, process of testing out experiences at home, among their friends, at celebrations. The facts, therefore, are useful only in relation to the climate in which they are learned. Healthy attitudes and good examples are important both at home and at school. If parents and teachers

are to communicate healthy attitudes, they must first have them themselves. The way in which teacher candidates handle controversial subjects such as sex education and alcohol education, says educator Joseph Hirsch, can serve "as a better test of their capacity as teachers than all of the licensure examinations given today."

Parents as well as teachers need to examine their attitudes toward drinking and the soundness of their own information, for children learn about alcohol at home as well as from more formal teaching in school. Both parents and teachers need to be aware that distorted teaching, whether at home or at school, can cause painful confusion for children and youth.

For example, some youngsters grow up accustomed to seeing their parents drink an occasional highball or cocktail. What are they to think when they hear a teacher describe alcohol as a poison or a drug? Are their own admired parents killing themselves or becoming drug addicts? In the same way, a girl whose favorite uncle is an alcoholic may be severely jolted when she hears a teacher or other adult carelessly refer to alcoholics as "drunken bums."

And what about the youngster who grows up in an atmosphere of implacable antagonism to liquor? He may find it very disturbing to discover that the parents of his best friend serve drinks in their home. After all, they're nice people. Or aren't they? What is he to think?

If we are to be truly helpful to our children, who are growing up in a society that has rejected prohibition, we cannot avoid the responsibility of teaching them about alcohol, alcoholism, and the social custom of drinking. Most young persons approaching or reaching adulthood in our country will probably at some time find themselves in a situation where they have to decide whether to take a drink or abstain. For some, this decision will be easy and natural, because their parents are comfortable with their own convictions, whatever they may be, and they respect the convictions of others. For many, however, the decision can be laden with guilt.

With all its difficulties and dilemmas, alcohol education is indispensable. It will be less frightening and less difficult when we accept the fact that the material presented, whether it be psychological, physiological, or sociological, should never be *propaganda* but *education* about alcohol and the custom of drinking. If we present the known facts well, if we present them without distortion or bias, and if in addition our own attitudes and values are sound, we can be confident that we are helping young people to avoid confusion and trouble.

This concludes a series of four articles by Herman E. Krimmel, director of casework services at the Cleveland Center on Alcoholism.

MENU:

A Treat for Teachers

NANCY GIBBONS ZOOK

THE LITTLE GIRL IN THE RED PLAID SKIRT shakes her dark pony tail in disapproval as her shocked voice reports to the P.T.A. volunteer, "Billy is eating his ice cream first."

The worker assures her that Billy will probably survive this unorthodox procedure. She also suggests to Billy that he try the other foods on his tray.

At the next table a second-grader's elbow dumps milk on the floor. While the P.T.A. worker mops up, a fifth-grade boy gives her a lively account of the birth of kittens at his house and generously offers to bring her one.

Shyly a thin little girl from the distant trailer court approaches the worker and whispers, "Smell me." She blooms at the compliment on her new perfume. After quickly giving the child a hug, the volunteer hurries over to three boys who have discovered that pickle seeds can be shot through soda straws.

Incidents such as these all go with the job of cafeteria mother at the Arthur W. Erskine Elementary School in Cedar Rapids, Iowa. Cafeteria mothers are volunteers from the Erskine P.T.A. who spend one hour a week supervising the students' lunch period



An apple for the teacher? Maybe she'd prefer something else for lunch—free time. Here is the story of how one enterprising P.T.A. put this prized item on her menu.

so that the teachers, freed from this extra duty, may enjoy a private lunch period of half an hour or more.

The need for such a plan grew out of the extensive hot lunch program carried on in Cedar Rapids, which is one of the largest in the state. The paid staffs of the public school cafeterias prepare and serve hot plate lunches (only milk can be bought à la carte) to an average of eight thousand students a day during the winter months.

Out of Erskine's enrollment of 650, about 350 children stay for lunch. Previously the teachers were expected to eat lunch with their pupils and supervise them at the same time. This left the teachers little, if any, free time during their crowded teaching day.

In 1956, a year after Erskine School opened in this fast-growing residential section of southeast Cedar Rapids, Principal Clarence B. Luvaas suggested that volunteer cafeteria mothers could give the teachers a much-needed break if they would take over the supervision of the cafetorium (a room that serves as both cafeteria and auditorium). Under the direction of the P.T.A. president the plan was put into operation. It is now in its fourth successful year.

Order of the Day

Three different mothers are on duty each day for an hour, making a total of fifteen volunteers who come to the school each week. Most of the mothers do not have preschool youngsters, but one who does solved the baby-sitter problem by bringing her four-year-old daughter with her on the day she was a cafeteria mother. It worked out fine.

If the volunteer cannot serve on her scheduled day she supplies a substitute from a list of eight additional volunteers. Mimeographed instructions and a talk by Mr. Luvaas at the start of each semester acquaint the mothers with the operation of the cafeteria.

Each day at staggered intervals from eleven-thirty to twelve-fifteen, classes of youngsters crowd into the

cafetorium, starving, bursting with things to say, eager to eat lunch and escape to the playground.

The mothers' duties vary as the need arises. They keep the lines moving in orderly fashion, wipe tables, show youngsters where to dispose of empty trays and cartons, take care of any accidents, and act as general confidantes. In short, they do whatever they see is necessary to keep things running smoothly so that 350 boys and girls can all be fed within the allotted time.

"We really aren't strict with the youngsters," says one mother. "We realize they need some freedom after a morning in the classroom, but we do try to prevent bedlam and in subtle ways promote good manners and courtesy."

If a child is shoving, yelling, or fighting, a friendly reprimand from a cafeteria mother is usually all that is needed. Serious discipline problems are rare, but if a child refuses to cooperate Principal Luvaas is on hand. Or the worker may issue a "conduct ticket," which becomes part of the principal's file on that student.

Where are the teachers while the mothers are on duty? They accompany their classes down to the cafetorium, pick up their own trays of hot lunch, and go upstairs to a small, attractive lounge, furnished with kitchenette facilities, a dinette set, a comfortable sofa and chairs, lamps, and reading materials.

Two or three members of the Erskine faculty still prefer to supervise their pupils' lunch hour, but the rest of the twenty-three teachers are enthusiastic about the advantages of getting away from the youngsters for a brief period.

The Bliss of Solitude

"This break is wonderful," says one. "We're so grateful to the P.T.A. volunteers. I do think it helps them understand the teacher's situation better, and I know it helps us to be better teachers. My pupils benefit from the change in supervision, too. After being away from one another for a while, we meet in the afternoon with a new outlook."

A second teacher's voice is soft and dreamy: "This heavenly quiet is what I enjoy most. No problems or questions for a blessed half hour. I have 190 children throughout the day, and I need this time away from them. When I walk in that door, I can drop my role of teacher and just be me."

Like the proverbial postman who relaxes by going for a walk, they often talk about things connected with teaching—new teaching materials and plans for conventions or other trips. Or if one of them has a

problem student, the teachers who have dealt with him in previous years can give helpful suggestions.

"Our conversations may be just friendly visiting," explains a willowy blonde, "but they are on the adult level. That's what makes the big difference. The change of pace gives me a lift."

Principal Luvaas adds, "Most workers in offices and stores get away from their jobs at lunchtime. Why not give teachers the same consideration? Ours don't have time to get completely away from the building, but I'm glad our P.T.A. could see the value of even a half-hour break. I am also amazed at how faithful the volunteer mothers have been."

A Treat for Mothers, Too

Some of the mothers have served every year since the program started. They have found surprising satisfaction and fun in the work.

"It's a liberal education," says one. "You get to know your own and other people's children as you never would otherwise."

"And it's fun," contributes another. "The children call you by name and tell you jokes, secrets, and sometimes little things that show they need you as a friend, if only for that short time. Now we realize what the teachers cope with each day."

A mother whose youngsters tell her they are proud she helps out at their school says, "I enjoy getting away from the house that one hour a week, and it really isn't much trouble. Actually we are just taking back a duty that really belongs to us—supervising our youngsters' lunch period. We all feel that it's very important to give the teachers a little time to relax by themselves. Then their best efforts will go to our crowded classes."

Since only one hour a week is required of the fifteen workers, the plan is easy to put into operation. Another elementary school here in Cedar Rapids has already followed Erskine's example with equal success. The plan would work just as well in schools without a hot lunch program, where children with sack lunches must be supervised while they eat. We hope many other P.T.A.'s across the country will take thought to see if they can lift the extra burden of cafeteria supervision from their teachers.

Nancy Gibbons Zook is the mother of two youngsters in the second and fourth grades at the Arthur W. Erskine School and an active member of the Erskine P.T.A. Formerly continuity director for radio station WMT, Mrs. Zook uses the uncommitted moments of her life for free-lance writing.

In Memoriam

THE DEATH LAST APRIL of Elizabeth Baldwin Hill, for many years chairman of the board of directors of this magazine, brought shock and sadness not only to her family but to her many friends throughout the country.

To the people of Montgomery, Alabama, Mrs. Hill was a great lady, esteemed for her wide-ranging interests in education and community betterment. One of her favorite projects was the club she initiated for teen-agers, Teen Hall, which offered recreational opportunities to thousands of young people.

To her P.T.A. associates in the Alabama Congress and on the Board of Managers of the National Congress, Elizabeth Hill was a leader ever mindful of her obligations and ever willing to take on any assignment that would carry forward the program of the parent-teacher organization. She served—always with distinction—as local, council, and state president and later as national vice-president.

To those of us who were privileged to work with Mrs. Hill when she was chairman of the board of directors of the *National Parent-Teacher*, she was both a great lady and an able leader—and also a great human being. To us she was "Maggie," a nickname dear to her not only because it identified her with the P.T.A. magazine but because of its homespun, unpretentious sound. She was that kind of person—without sham, guile, or arrogance. She could be as serious as a Supreme Court justice when the occasion demanded. At other times (which came more frequently) no one could be gayer, friendlier, or more considerate.

The editor's desk at the National Office was given to the National Congress by the Alabama Congress shortly after Mrs. Hill's retirement from the board of directors. On it is a plaque that reads: "Presented to the National Congress of Parents and Teachers . . . in recognition of the devoted service of Elizabeth Baldwin Hill to children and youth." No gift could have gratified her more. For to Mrs. Hill the P.T.A. magazine was neither a hobby nor a diversion. Rather it was a beloved task to which she gave uncounted hours of dedicated effort.

"Everything worth doing in this world is done by faith," she once wrote. "By faith our National Congress grew out of the hearts of mothers of children into the heart of the world. By faith its invincible ideals are reaffirmed and interpreted each month in the pages of the official magazine, the *National Parent-Teacher*. And by the faith of devoted parent-teacher workers the message of those pages will be spread throughout the land, that every child may share its benefits."

IF YOU have never come across the word *picklick* before, it means you haven't read an enchanting book by Carol Kendall called *The Gammage Cup*. This book for children, published last year, is one the whole family will enjoy reading together—and probably will be quoting from forever after. Curley Green, one of the characters in the book and the inventor of this half-familiar new word, describes it this way: "It's what we're having now, a picklick. We pick around for what we want to eat, and then we lick our fingers." Used in connection with reading, a picklick provides a variety of books suited to special family interests that can be shared in a happy, relaxed atmosphere. Reading books together, books that help the mind and heart and spirit grow, is a "licking good" experience for any family.

Books of fantasy are pretty much like olives. You either like them very much or you don't like them at all. *The Gammage Cup* will be a family reading treat for those who treasure books like *Alice's Adventures in Wonderland*, *The Wind in the Willows*, *The Hobbit*, *Mary Poppins*, and *Charlotte's Web*. In this book you will meet Curley Green's companions, who live in the Minnipin village of Slipper-on-the-Water in the Land Between the Mountains. This

A Summer

FRANCES A. SULLIVAN, *Chairman,*

snug little valley seems so secure from any kind of invasion that the villagers turn against, and turn out of their houses, Curley Green, Gummy, Walter the Earl, Muggles, and the town money keeper when these nonconformists warn them of possible danger. Exciting adventures befall the outcasts as they search for, and find, their ancient enemies, the Mushrooms, and rouse the villagers at last to fight against them. When the foe is vanquished the Minnipins return home and find that Slipper-on-the-Water has been awarded the coveted Gammage Cup. Adults are sure to enjoy the Gummy rhymes and Muggles maxims. A case in point: "The time to worry is when you



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Picklick

Committee on Reading and Library Service

know what you're up against, and then there isn't time to worry."

Picnic fare usually includes deviled eggs. The added seasoning and the different look encourage children (and their elders) to eat with pleasure a food that often is turned down at the breakfast table. Something a little out of the ordinary can add spice and adventure to living, in and out of books, such as Joseph Krumboltz's new book, *Onion John*.

When twelve-year-old Andy Rusch, Jr., became best friends with Onion John his whole life changed. Onion John was six feet three inches tall, had a mustache, ate onions as other people eat apples, and lived close to the town dump in a house he had built himself. His Old World superstitions and spells delighted Andy and his friends, though they didn't always produce the expected results. Amazing complications occurred when, under the leadership of Andy's father and the Rotary Club, the town of Serenity built Onion John a new home.

The author of this most recent winner of the Newbery Award for distinguished writing brings into sharp focus the relationship of individuals to each other as well as the importance of respect for the individual. This book, like Mr. Krumboltz's 1954 Newbery Award book, . . . *And Now Miguel*, shows that growing up is not without humor as well as growing pains.

Crumbs from the Picklick Basket

Crisp and salty as potato chips are some of the brief poems in the new Robert Frost anthology, *You Come Too*. Other poems are memorable for their wisdom, their beauty, and their laughter. They all make good family reading aloud, for they have no age limit. Mr. Frost points this out in his dedication, which reads—"To Belle Moodie Frost, who knew as a teacher that no poetry was good for children that wasn't equally good for their elders." Thomas Nelson's wood engravings of birds, insects, flowers, and New England scenes add their own beauty to the

poet's words. Oftentimes we parents share poetry with our young children and then forget all about rhymes and rhythms when the little ones begin to read for themselves. Poetry adds music to the written word; it needs to be read aloud, to be shared.

Books of information and stories that picture far-away times and places add substance and variety to a reading picklick, as do baked beans and hot dogs to a summer outing. English history can never seem dull and drab to boys and girls who have had it come alive for them in books by Rosemary Sutcliff. It is not easy to put down *The Lantern Bearers* once you have met the Roman soldier Aquila, who deserts the auxiliaries when they sail back to Rome. This decision to stay in the land where he was born leads to tragedy at home, to slavery in a Jutish camp, and then to leadership as a follower of Ambrosius. The people and places become so real that the reader feels he too has seen these events in history take place. "This is a book which educates the heart while it opens doors for the mind." Some readers will always prefer facts to fancy, but most readers like both if family reading aloud introduces them to good books in each area.

No matter how much food you eat at a picnic there always seems to be room left for ice cream and cake. Picture books, short on reading and long on looking, are so much fun that they can always be tucked into a picklick basket for family dessert. *Nine Days to Christmas* by Marie Hall Ets and Aurora Labastida joins the list of Caldecott Medal books as the most distinguished picture book of 1959. Five-year-old Ceci goes to market with her mother to pick out the *piñata* that will hang in the patio during the Christmas festivities. Ceci doesn't want the children to break her lovely star *piñata* to get the candies inside, but when this happens she discovers an exciting substitute. The story is pictured with lovely bright colors on a soft gray background by Marie Hall Ets, whose *In the Forest* and *Play with Me* are favorite picture books for little children.

What picnic would be complete without ants—or dogs—or even a small brown bear? No one would

Invite your whole family to a picklick feast. There's solid nourishment for everyone, as well as plenty of sugar and spice that will make them come back for seconds.

mind bears if they turned out to be Little Bear and his family from the book *Father Bear Comes Home* by Else H. Minarik. Small children love these stories about Little Bear and the unusual things he imagines, this time while Father Bear is off on a fishing trip. Beginners can read the four stories in the book to themselves and to their proud parents. Until children read easily and well, their reading interests are likely to outrun their reading ability. Therefore reading aloud should never stop when children learn to read. Instead it should become a two-way process. Sharing books you like with people you like is something you never should outgrow.

A Quick Look at Picklick

All these books suggested for family reading aloud appear in a list called *Notable Children's Books of 1959*. The list is compiled each year by the Children's Services Division book evaluation committee of the American Library Association with the aid of recommendations from children's librarians in large public libraries. The complete list, with brief annotations prepared by the committee, follows. Many of the books can be found at your public library or in your local bookstores. A good book list, a well-stocked library for family browsing, and a friendly librarian can lead the way to year-round family fun with books. Summer is a fine time to begin or to continue your family read-aloud program.



Notable Children's Books of 1959

Fairy Tales and Fantasy

Seven Tales, by Hans Christian Andersen. Translated from the Danish by Eva le Gallienne. Pictures by Maurice Sendak. Harper, \$3.95. Newly translated in a fresh, colloquial style, and illustrated with handsome drawings that are medieval in flavor.

Favorite Fairy Tales Told in Germany, retold from the Brothers Grimm by Virginia Haviland. Illustrated by Susanne Suba. Little, \$2.75. Seven well-selected tales skillfully retold and simplified for younger readers. Illustrated with great charm. A companion volume to *Favorite Fairy Tales Told in England*.

The Adventures of Rinaldo, by Isabella Holt. With pictures by Erik Blegvad. Little, \$3.00. Laughable situations

and an intriguing cast of characters distinguish a story reminiscent of *Don Quixote*.

Favorite Fairy Tales Told in England, compiled by Joseph Jacobs. Retold by Virginia Haviland. Illustrated by Bettina. Little, \$2.75. As well retold as *Favorite Fairy Tales Told in Germany*.

The Gammage Cup, by Carol Kendall. Illustrated by Erik Blegvad. Harcourt, \$3.25. An original, skillfully fashioned, humorous fantasy of a colony of small people who come to appreciate the four nonconformists they have outlawed.

The Borrowers Afloat, by Mary Norton. Illustrated by Beth and Joe Krush. Harcourt, \$2.75. Further adventures of the Borrowers, recounted with the delightful humor and suspense of the earlier stories.

Tom's Midnight Garden, by A. Philippa Pearce. Illustrated by Susan Einzig. Lippincott, \$3.50. Realism and fantasy are perfectly blended in this highly original, evocative tale of a young boy's adventuring into the past.

The Rescuers, by Margery Sharp. With illustrations by Garth Williams. Little, \$3.50. Fantasy done with a light, sure touch and a humor that will appeal to both child and adult. Enchanting drawings.

People Who Have Adventures

The Two Uncles of Pablo, by Harry Behn. Illustrated by Mel Silverman. Harcourt, \$3.00. A richly humorous, perceptive character study of a young Mexican boy and his two dissimilar, feuding uncles.

A Brother for the Orphelines, by Natalie Savage Carlson. Pictures by Garth Williams. Harper, \$2.95. A warm, flavorful story of the ingenious attempts of a group of French orphelines (girl orphans) to keep the baby orphan (boy orphan) left on the orphanage doorstep.

Jean and Johnny, by Beverly Cleary. Illustrated by Joe and Beth Krush. Morrow, \$2.95. In this revealing portrayal of a young girl in the throes of her first "crush," the author once more shows her ability to depict adolescence with sympathy and understanding.

The Girl from Nowhere, by Hertha von Gebhardt. Translated by James Kirkup. Illustrated by Helen Brun. Criterion, \$3.25. Heart-warming story of a little girl who is always the "outsider" among the neighborhood children, but who affects their lives more deeply than they realize.

My Side of the Mountain, by Jean George. Illustrated by the author. Dutton, \$3.00. The engrossing chronicle of a young boy who runs away to live off the land in the Catskills. A convincing account of an improbable situation.

The Cheerful Heart, by Elizabeth Janet Gray. Illustrated by Kazuo Mizumura. Viking, \$3.00. A perceptive, moving story of postwar Japan and of a young girl's sacrifice.

Onion John, by Joseph Krumgold. Illustrated by Symeon Shimin. Crowell, \$3.00. The foibles of a small town are brought into sharp focus in this account of a young boy

whose friendship with the town eccentric leads eventually to a better understanding between the boy and his father.

Master of Morgana, by Allan Campbell McLean. Harcourt \$3.00. A stirring tale of mystery and intrigue on the wild and rocky Isle of Skye.

Poetry, Rhymes, and Music

The Reason for the Pelican, by John Ciardi. Illustrated by Madeleine Gekiere. Lippincott, \$3.00. An inviting collection of laughable verse, imaginatively illustrated.

You Come Too; Favorite Poems for Young Readers, by Robert Frost. With wood engravings by Thomas W. Nason. Holt, \$3.00. An excellent selection of Frost's poems that will appeal to children of all ages. Tastefully designed and illustrated.

On Christmas Day in the Morning, carols gathered by John Langstaff. Illustrated by Antony Groves-Raines. Piano settings by Marshall Woodbridge. Harcourt, \$3.25. Four traditional carols are beautifully illustrated with medieval scenes that are in complete harmony with the text.

Lucy McLockett, by Phyllis McGinley. Drawings by Helen Stone. Lippincott, \$3.00. Lighthearted verse and delicately colored drawings tell of Lucy McLockett, who was a model child until she lost her first tooth.

History in Fact and Fiction

The Byzantines, by Thomas Caldecot Chubb. Illustrated by Richard M. Powers. World, \$2.95. The author vividly reconstructs the Byzantine civilization and makes clear its influence on the Western world. Striking illustrations.

The World of Captain John Smith, 1580-1631, by Genevieve Foster. Illustrated by the author. Scribner, \$4.95. Graphic account of the events and people shaping the world during the lifetime of Captain John Smith.

The Black Symbol, by Annabel and Edgar Johnson. Harper, \$2.75. Believable characters and taut, exciting situations in a memorable story of a traveling medicine show during the silver-rush days of the Far West.

America Is Born: A History for Peter, by Gerald Johnson. Illustrated by Leonard Everett Fisher. Morrow, \$3.95. A vigorous, stimulating survey of early American history, dynamic in style and supplemented by boldly drawn, dramatic illustrations.

People and Places, by Margaret Mead. Illustrated by W. T. Mars and Jan Fairservis and with photographs. World, \$4.95. Handsome, accurately detailed drawings and photographs add to the effectiveness of this provocative, objective introduction to anthropology.

Doctor Paracelsus, by Sidney Rosen. Illustrated by Rafaello Busoni. Little, \$3.50. A spirited, appreciative biography

that brings to life an unusual man and the period in which he lived.

The Lantern Bearers, by Rosemary Sutcliff. Illustrated by Charles Keeping. Walck, \$3.50. Mature, thoroughly researched historical fiction, set in early Britain. Intensely realistic characterizations and swift-paced action give added appeal to the interesting setting.

Picture Story Books

Nine Days to Christmas, by Marie Hall Ets and Aurora Labastida. Illustrations by Marie Hall Ets. Viking, \$3.25. Enjoyable story of a small Mexican girl and her first *posada*. Illustrated with detailed drawings that effectively capture the color and charm of Mexico.

Norman the Doorman, by Don Freeman. Viking, \$3.00. A picture-story book about a mouse that lives in an art museum. Told with imagination and originality and illustrated with colorful, humorous drawings.

Houses from the Sea, by Alice E. Goudey. Illustrated by Adrienne Adams. Scribner, \$2.95. Rhythmic prose and softly colored drawings convey the wonder and beauty of the seashore and the shells that two children find there.

This Is London, by Miroslav Sasek. Macmillan, \$3.75. *This Is Paris*, by Miroslav Sasek. Macmillan, \$3.50. Expressive colored drawings and captioned text bring to life these two cities, perfectly conveying the spirit of each.

The Moon Jumpers, by Janice May Udry. Pictures by Maurice Sendak. Harper, \$2.50. The magic of moonlight and the delight children find in it are sensitively conveyed in both text and drawings.

Animal Stories

Old One-Toe, by Michel-Aime Baudouy. Illustrated by Johannes Troyer. Harcourt, \$3.00. With insight and skill the author has created a suspenseful, atmospheric story of a wily fox and the boy and elderly man who match wits with it.

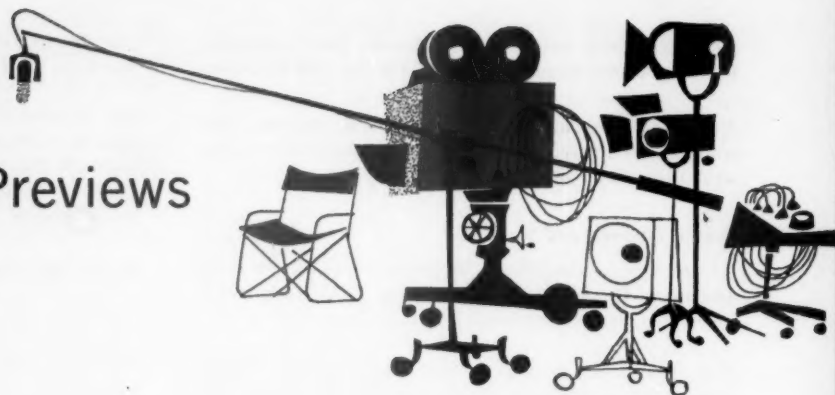
Wolf of Badenoch; Dog of the Grampian Hills, by Joseph E. Chipperfield. Illustrated by C. Gifford Ambler. Longmans, \$3.50. A gripping narrative of the Scottish Highlands, distinguished by its strong descriptions, fast-paced action, and excellent characterizations.

The Wolf and the Seven Little Kids, by the Brothers Grimm. With pictures by Felix Hoffmann. Harcourt, \$3.75. The well-loved household tale freshly interpreted in beautifully drawn, colored lithographs.

Brown Cow Farm; A Counting Book, by Dahlov Ipcar. Doubleday, \$2.50. A delightful picture book with rhythmic text and eye-catching drawings in pleasing colors.

Father Bear Comes Home, by Else Holmelund Minarik. Pictures by Maurice Sendak. Harper, \$1.95. Sprightly drawings and a gently humorous text give appeal to these new adventures of Little Bear and his family.

Motion Picture Previews



PREVIEW EDITOR, ENTERTAINMENT FILMS

ELJA BUCKLIN

FAMILY

Suitable for children if accompanied by adults

Pollyanna—Buena Vista. Direction, David Swift. Under sympathetic direction Pollyanna, time-honored optimist, brings new humanitarian values to a community held in the feudal grasp of wealthy, haughty Aunt Polly (Jane Wyman), with whom the orphaned niece comes to live. The quiet, wondering-eyed, pig-tailed little girl (Hayley Mills) has a natural, childlike detachment that makes her magical melting of hearts and her solutions of adult problems seem artless. The chief impression this pleasant and entertaining picture leaves with its audience is warmth—rare, penetrating, buoyant—to make the whole family, like Pollyanna, "glad." Leading players: Hayley Mills, Jane Wyman, Richard Egan, Adolphe Menjou.

| | | |
|-----------|-----------|-----------|
| Family | 12-15 | 8-12 |
| Excellent | Excellent | Excellent |

ADULTS AND YOUNG PEOPLE

The Adventures of Huckleberry Finn—MGM. Direction, Michael Curtiz. Most of us recall Mark Twain's book as a sympathetic tale of a boy's escape from civilization, envying his lazy, barefoot days on the Mississippi with the smells and sounds of the river woven into his exciting adventures. This beautifully photographed but rather empty and earnest version seems unsatisfactory. The story receives respectful treatment, but Jim's problems as a runaway slave, rather than his humanity, are stressed more than we remember. An elaborate and well-performed production with major emphasis upon tense, melodramatic action. Leading players: Tony Randall, Eddie Hodges, Archie Moore.

| | | |
|--------|----------------|-------|
| Adults | 15-18 | 12-15 |
| Fair | Good melodrama | Good |

Always Victorious—Times Film Corporation. Direction, Wolfgang Staudte. The simple captain of an old tramp steamer carrying vegetables to Italian ports imagines himself to be part of the glorious World War II effort. Vittorio de Sica's subtle, mellow gift for comedy makes much of slim lines and thin situations. English titles. Leading players: Vittorio de Sica, Folco Lulli.

| | | |
|----------------|--------|--------|
| Adults | 15-18 | 12-15 |
| Mildly amusing | Mature | Mature |

Angry Island—Bentley Films. Direction, Seiji Hisamatsu. An impassioned Japanese film strikes out against the enslavement of children. The story is based on a true situation, which ended in 1951. Before then in Japan children were bought from crowded families or institutions and sold as rowers to impoverished island fishermen, who treated them with almost unbelievable cruelty. The plot contrived around the incidents, though well meaning and directed toward a happy ending, lacks form. Many episodes are hard to take. Leading players: Kazuo Suzuki, Shigeo Tezuka.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Tense | No | No |

The Battle of the Sexes—Continental. Direction, Charles Crichton. James Thurber's *Catbird Seat* has been filmed in England, with happy results. It is now the story of the House of MacPherson, staid and old-fashioned, that sells fine homespun



Adolphe Menjou and Hayley Mills in a scene from *Pollyanna*.

tweeds. Its workers, 100 per cent male, become solidly set against American efficiency techniques as presented by a woman expert. How a soft-spoken clerk wins out against the doughty female—busily installing modern filing methods, adding machines, and intercom systems—is wittily dramatized with just the right ambiguous touch at the end. Accomplished acting and brilliant direction. Leading players: Peter Sellers, Constance Cummings, Robert Morley.

| | | |
|------------|------------|------------|
| Adults | 15-18 | 12-15 |
| Delightful | Delightful | Delightful |

Come Back, Africa—Director and producer, Lionel Rogosin. The film maker's genuineness of purpose and his intense desire to portray what is true and significant give an extra dimension to this uneven documentary of native life in and near Johannesburg, South Africa. The rich, though haphazardly filmed background holds more interest than the amateurishly dramatized story of a country man struggling to get work and, bemused and baffled, facing insuperable problems—primarily those imposed by *apartheid*. Leading players: Native cast.

| | | |
|-------------|--------|--------|
| Adults | 15-18 | 12-15 |
| Interesting | Mature | Mature |

The Cossacks—Universal-International. Direction, Georgio Rivalenta. Sound and fury, pomp and circumstance, blood and thunder—all in color—characterize this sprawling Italian-made spectacle laid in Russia under Alexander II. Torn between two

conflicting civilizations, one wild and primitive and the other magnificent in its strength and culture, young John Barrymore is up to his ears in violent, gory adventure. Though the English dialogue is badly dubbed, performances are fair, and there is sweep and splendor in individual scenes. Leading players: John Drew Barrymore, Edmund Purdom, Georgia Moll.

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|------------------------------|-------|--------|
| Adults | 15-18 | 12-15 |
| Colorful adventure spectacle | | Mature |

The Electronic Monster—Columbia. Direction, Montgomery Tully. An unpleasant, inept variation on the mad-doctor theme. The minds of wealthy patients in a psychiatric clinic are controlled through bad dreams brought about by an elaborate electronic machine, which also kills. Leading players: Rod Cameron, Carl Jaffe.

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|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | No | No |

Expresso Bongo—Continental. Direction, Val Guest. A theatrical agent in a low amusement area of London has a brief moment of glory developing and exploiting a rock-'n-roll singer but soon loses him to a woman—an aging vaudeville singer. Laurence Harvey gives an unprepossessing role some of his own vibrant, wiry charm. The other players are insignificant, and the settings are cheap and flatly vulgar. Leading players: Laurence Harvey, Sylvia Syms.

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|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | No | No |

Fidelio—Brandon Films. Direction, Walter Felsenstein. Beethoven's only opera is reverently filmed by outstanding artists in the world of music. The dramatic role of Leonore (Fidelio) is performed by a well-known actress of the Comédie Française. All the parts are sung by featured singers from European opera houses. The chorus of prisoners, guards, soldiers, and villagers is from the Vienna State Opera Chorus, and the Vienna Philharmonic Orchestra is conducted by Fritz Lehmann. Leading players: Claude Nollier as Fidelio (sung by Magda Laszlo) and Richard Holm as Florestan.

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| Adults | 15-18 | 12-15 |
| Carefully presented film translation of Beethoven's opera | | |

Five Branded Women—Paramount. Direction, Martin Ritt. During World War II partisans of Yugoslavia make an example of five young girls, found guilty of fraternizing with a Nazi sergeant, by cutting off their hair and banishing them. As the girls wander through the rough countryside, empty handed and scantily clad, they soon learn the harsh laws of self-preservation. Eventually their daring attracts the attention of the partisans, whom they are asked to join. The film attempts to express two themes: the struggle of the conqueror against the unconquerable and the individual's stoic acceptance of what has to be, with hope for a future that must be better. Well directed and acted. Leading players: Barbara Bél Geddes, Van Heflin, Silvana Mangano.

| | | |
|----------------|--------|--------|
| Adults | 15-18 | 12-15 |
| Good war story | Mature | Mature |

Flame over India—20th Century-Fox. Direction, Lee Thompson. A richly mounted "eastern" in which the Indian frontiers resound under the hoof beats of Moslem rebels, who are determined to destroy a little prince, key to the old order of the empire. Attention is diverted for a time as the royal child escapes in a picturesque, antiquated train under the protection of an English officer and a high-spirited American governess. Although the hazardous episodes are well staged and photographed, they become slightly comic with repetition. Still, this is a superior film of its type. Leading players: Kenneth More, Lauren Bacall, Herbert Lom.

| | | |
|----------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Good "eastern" | Same | Same |

In the Wake of a Stranger—Paramount. Direction, David Eady. A third mate on a freighter docked in Liverpool has an adventure-filled forty-eight-hour leave. While drunk he unwittingly hides a body in a condemned building under the illusion that he is helping another drunk home. When he sees himself becoming the scapegoat for a hoodlum murder he tries to get the facts from a pretty schoolteacher who witnessed the crime. Two engaging young actors deserve better than this clumsy tale. Leading players: Shirley Eaton, Tony Wright.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | No | No |

Key Witness—MGM. Direction, Phil Karlson. A street murder is witnessed by a crowd of people. Only one has the courage to say he will identify the killer in court. Despite police protection the man and his family are subjected to a series of intimidations,

including vandalism, frightening telephone calls, "roughing up," the threat of kidnapping, and attempted murder. In the timeworn fashion of routine melodrama, matters are resolved not by law but with fists. Leading players: Pat Crowley, Jeffrey Hunter.

| | | |
|----------|-------|-------|
| Adults | 15-18 | 12-15 |
| Mediocre | Poor | Poor |

My Dog, Buddy—Columbia. Direction, Ray Kellogg. A German police dog and his ten-year-old master are separated after an automobile accident in which the boy's parents are killed. The dog rescues the boy from the flaming wreckage but is brushed aside when an ambulance rushes the child from the scene. The natural appeal of an animal story is largely lost in the feeling that the film has been contrived chiefly to display canine stunts. Leading players: Julie London, Travis Lemmond.

| | | |
|----------|----------|--------|
| Adults | 15-18 | 12-15 |
| Mediocre | Mediocre | Mature |

Never Take Sweets from a Stranger—Columbia. Direction, Cyril Frankel. A horror melodrama that depicts incidents leading up to the molestation and murder of a small child by an old man, member of the leading family in an attractive, well-to-do Canadian community. By this tragic event the efforts of a new principal to have the man placed in a sanatorium are vindicated. The principal's appeal to an indifferent police had led to a court trial in which his small daughter (who had been approached by the man) was subjected to grueling and highly unpleasant questioning. Publicity indicates that this film is recommended by an English clergyman, director of the National Society for the Prevention of Cruelty to Children in England, who believes the picture will prove an effective warning to parents. That is a matter of opinion. Leading players: Given Watford, Patrick Allen.

| | | |
|-----------------------------|---------------|-------|
| Adults | 15-18 | 12-15 |
| Matter of personal judgment | Definitely no | Same |

The Platinum High School—MGM. Direction, Charles Haas. At a military institute one of the students has been killed in an "accident" during an initiation. His father (Mickey Rooney) arrives to find out the circumstances of his son's death and becomes the target of vicious pranks calculated to frighten him off. The school, he finds, is practically a reformatory for wealthy incorrigibles who terrorize decent students like his son. This film is another unpleasant illustration of what seems to be an unscrupulous practice today—using the word "high school" in film titles to attract teen-agers to lurid, sensational, crude melodramas. Leading players: Mickey Rooney, Mamie Van Doren.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | No | No |

Tall Story—Warner Brothers. Direction, Joshua Logan. Attractive Jane Fonda makes an inauspicious film debut in this jazzed-up, lacking-in-taste campus farce based on the old Broadway play by Howard Lindsay and Russel Crouse. Anthony Perkins, the gangling campus hero whom Miss Fonda pursues, is also the one basketball star who can save the day for his alma mater against—guess whom—the Russians. That is, if a mean, non-public-spirited professor will change the hero's flunking grade. The dialogue is occasionally off color. Leading players: Anthony Perkins, Jane Fonda.

| | | |
|-----------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Matter of taste | Poor | No |

Three Came to Kill—United Artists. Direction, Edward L. Cahn. A grade-B gangster film begins with the assassination of a foreign interpreter just outside the U.N. building. Complete with beady-eyed psychopathic killers, screeching police sirens, and buddy-buddy detectives vaguely reminiscent of the Bobbsey Twins. Leading players: Cameron Mitchell, John Lupton.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | Poor | Poor |

Twelve Hours to Kill—20th Century-Fox. Direction, Edward L. Cahn. Fresh from his native Greece, Nico Minardos, unfortunate witness to a gangland murder, flees for protection to the hometown of a young girl who befriended him. He is followed by police officers and hoodlums. In a short time all of them discover the girl's pretty little home and chase each other through the moonlit paths and shadowy lath houses of a nearby nursery. For those who enjoy run-of-the-mill gangster films this will kill eighty-five minutes. Leading players: Nico Minardos, Barbara Eden.

| | | |
|-----------------------|-------|--------|
| Adults | 15-18 | 12-15 |
| Routine gangster film | | Mature |

Twelve to the Moon—Paramount. Direction, David Bradley. An earth spaceship, sailing under the flag of an International

Peace Congress, is staffed by twelve top scientists representing different races, creeds, and nationalities. On the tense voyage each must struggle, for the common good, to subordinate his resentment and entrenched hostilities. Unseen, subsurface moon inhabitants order the ship to return to earth lest the visitors bring greed and aggression to their harmonious society. The return voyage is dignified by unselfish sacrifice of life and an absence of monsters. (The moon men, incidentally, change their minds after further observation of earth life.) Leading players: Ken Clark, Anna-Lisa.

| | | |
|----------------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Science-fiction fans | Fair | Fair |

The Unforgiven—United Artists. Direction, John Huston. The story of a ranching family in the Texas panhandle in the 1860's reveals the simple, slow-paced frontier life of the sturdy and God-fearing but, of necessity, race-conscious settlers. When word gets around that the daughter is not white but a full-blooded Indian, rescued in babyhood during a massacre, family ties are strained and friendships shattered. The ensuing Indian attacks result in a wholesale carnage during which the Indian girl (delicate Audrey Hepburn) proves that blood is not thicker than water. Probably the "unforgiven" should also include the film makers who fashioned a superior cast into living, sinewy frontier folk and then dragged them through the customary western finale. Leading players: Burt Lancaster, Audrey Hepburn, Lillian Gish.

| | | |
|-------------------|-------|---------------|
| Adults | 15-18 | 12-15 |
| Excellent in part | Same | Tense, mature |

Virgin Island—Films Around the World. Direction, Pat Jackson. A pleasant little comedy about a honeymoon couple who, without money, choose to start their married life under Robinson Crusoe conditions on a small island in the Caribbean. A resourceful native mechanic (Sidney Poitier) helps them out in tight spots, and a happy relationship grows up among them. Attractively acted. Leading players: John Cassavetes, Virginia Maskell, Sidney Poitier.

| | | |
|--------|----------------------------|-------|
| Adults | 15-18 | 12-15 |
| | Entertaining little comedy | |

Wake Me When It's Over—20th Century-Fox. Direction, Mervyn Le Roy. Slow to start but fairly funny when it gets going, this ingeniously plotted farce describes how one bright G.I. tries to maintain the morale of his "forsaken squadron" on an island in the far Pacific. This he does by engaging idle hands and brains in the imaginative construction of a modern (and highly profitable) resort hotel, using discarded military material. Help is secured by hiring the services of pretty young girls of the island. However, custom dictates that the ladies belong completely to their employer—the earnest and innocent G.I. leader. Much is made (verbally) of a suggestive situation until matters are brought to a climax in a zany, bang-up court-martial. Leading players: Ernie Kovacs, Dick Shawn, Nobu McCarthy.

| | | |
|--------------------------|--------|--------|
| Adults | 15-18 | 12-15 |
| Whimsical military farce | Mature | Mature |

Walk like a Dragon—Paramount. Direction, James Clavell. A disarming but undistinguished western describes with some sensitivity how a frontier mother and son protect a young Chinese girl against prejudiced townspeople. The son, having bought her from slavery, gradually grows to love her, and his mother staunchly attempts to plan for their wedding. Meanwhile a proud young Chinese, a visitor in town, also falls in love with the girl and learns to shoot in order to face his rival on equal terms. Oddly but very pleasantly, the conflict is resolved by thought and self-sacrifice rather than bloodshed. Leading players: Mel Tormé, Nobu McCarthy.

| | | |
|--------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Fair western | Fair | Fair |

The World of Apu—Edward Harrison. Direction, Satyajit Roy. Concluding a distinguished trilogy that began with *Pather Panchali* and *Aparajito*, this film follows the life of the third member of the same Indian family, the son, in and near Calcutta. Though its love story is one of the most delicate and natural ever filmed, the latter part of the picture does not come to grips with life as meaningfully as do the other productions of this director. However, one of his great gifts in portraying the simple, universal cycle of life and death is the depiction of people who stand luminous and proud amid the most abject poverty, in a magnificent triumph of the human spirit. Leading players: Soumitra Chatterji, Sarmila Tagore.

| | | |
|-----------|--------|--------|
| Adults | 15-18 | 12-15 |
| Rewarding | Mature | Mature |

MOTION PICTURES PREVIOUSLY REVIEWED

JUNIOR MATINEE

Goliath II—Excellent.

Harold and the Purple Crayon—Clever, ingenious, and enchanting for all ages.

The Secret Way—Youngsters will enjoy the puppet children, birds, and animals.

FAMILY

Suitable for children if accompanied by adults

The Boy and the Pirates—Children, vivid piratical dream may scare the youngest; young people and adults, entertaining.

Carry On, Sergeant—Children and young people, amusing in part; adults, broad slapstick farce.

Hound Dog Man—Entertaining.

Journey to the Center of the Earth—Rather long but good fun.

Kiddapop—Good Disney adventure tale.

Masters of the Congo Jungle—Excellent.

Please Don't Eat the Daisies—Uneven but amusing.

Raymie—Entertaining.

Scout of Mystery—Children, possibly a little long and too mature; young people, good; adults, delightful spoof.

A Thousand and One Arabian Nights—Children, mature; young people and adults, fair.

When Comedy Was King—Children and young people, good; adults, good slapstick.

ADULTS AND YOUNG PEOPLE

All the Five Young Cannibals—Children, very poor; young people, poor; adults, matter of taste.

As the Sea Rages—Children, mature; young people and adults, somber melodrama.

Babette Goes to War—Children, no; young people, very mature; adults, matter of taste.

The Bramble Bush—Children and young people, no; adults, matter of taste.

The Big Night—Children and young people, interesting; adults, fair.

Bobolink—Children and young people, fair; adults, light British whimsy.

Cos-Cos—Children, no; young people, sophisticated and pretentious; adults, matter of taste.

Chance Meeting—Children, mature; young people and adults, fair.

Comanche Station—Children, mature; young people and adults, routine western.

Conspiracy of Hearts—Children and young people, mature; adults, appealing subject matter.

A Dog's Best Friend—Exciting but mediocre melodrama.

The Fugitive Kind—Children and young people, no; adults, matter of taste.

The Gallant Hours—Deferential tribute to Admiral Halsey.

The Gazebo—Poor.

The Gene Krupa Story—Matter of taste.

Goliath and the Barbarians—Children, no; young people and adults, trash.

Hell Bent for Leather—Routine western.

Heller in Pink Tights—Children, too sophisticated; young people, offbeat western; adults, matter of taste.

Henna from the Hill—Children, no; young people, poor; adults, commonplace.

The Hypnotic Eye—Children and young people, no; adults, poor.

Ilse—Children and young people, mature; adults, excellent.

The Jaywalkers—Exciting western.

Killers of Kilimanjaro—Routine adventure story.

The Last Voyage—Tense, prolonged, melodramatic account of disaster at sea.

The Law Is the Law—Children, mature; young people and adults, good.

Man on a String—Children and young people, good but mature; adults, good.

Mating Ursa—Children, very mature; young people, mature; adults, matter of taste.

The Mountain Road—Children, very mature; young people, mature; adults, disappointing.

Never So Few—Matter of taste.

Oklahoma Territory—Western fans.

Once More with Feeling—Children, no; young people, sophisticated; adults, light, smart comedy.

Operation Amsterdam—Children, tense; young people and adults, good.

The Poacher's Daughter—Children, mature; young people and adults, lively, well-acted Irish comedy.

The Possessors—Children, very mature; young people, mature; adults, very good.

The Purple Gang—Children and young people, no; adults, poor.

The Pusher—Children and young people, no; adults, trash.

The Rise and Fall of Legs Diamond—Children, no; young people, poor; adults, matter of taste.

Rosemary—Children and young people, no; adults, matter of taste.

Seven Thieves—Children, mature; young people and adults, entertaining.

She Was Like a Wild Chrysanthemum—Children and young people, mature; adults, matter of taste.

Sink the Bismarck!—Children and young people, tense; adults, good.

Story on Page One—Children and young people, no; adults, hard-hitting murder melodrama.

The Subterraneans—Thought-provoking if followed by discussion, with skilled leadership.

The Third Voice—Children and young people, no; adults, matter of taste.

13 Fighting Men—Children and young people, routine; adults, routine western.

This Rebel Breed—Children and young people, no; adults, poor.

The Threat—Trash.

Three Murderesses—Children and young people, no; adults, matter of taste.

Tiger Bay—Excellent.

The Time Machine—Provocative but uneven science-fiction.

Too Soon To Love—Children, no; young people, poor; adults, mediocre.

Valley of the Redwoods—Children and young people, poor; adults, routine crime melodrama.

Vice Raid—Children, no; young people and adults, cheap, sensational melodrama.

Visitor from a Small Planet—Children and young people, sophisticated; adults, Jerry Lewis fans.

Who Was That Lady?—Children and young people, mediocre; adults, matter of taste.

The Would-Be Gentleman—Excellent.

The Wind Cannot Read—Matter of taste.

Yesterday's Enemy—Children, no; young people and adults, grim war drama.

The Young Have No Time—Children, no; young people, mature; adults, interesting, especially to parents.

Index

NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE VOLUME LIV—1959-60

| | MONTH | PAGE | | MONTH | PAGE |
|--|-------|------|--|-------|------|
| Adolescents and the Automobile <i>Ivan L. Eland</i> | Oct. | 4 | Great-grandmother Birney and I <i>Alice Birney Robert</i> | Feb. | 12 |
| All in the Name of Science..... <i>Amy H. Weber</i> | Dec. | 33 | Healthy—and Irritating—Signs of Independence..... <i>Eda J. LeShan</i> | Feb. | 7 |
| Among Those Present: Mary Edwards Walker, M.D..... <i>Kay Lucas</i> | Feb. | 18 | Help for the Alcoholic: A Community Responsibility..... <i>Herman E. Krimmel</i> | May | 16 |
| Are We Teaching Our Children To Cheat? <i>Mary Elizabeth Fowler</i> | April | 28 | He's Ready For School—Are You? <i>Donald C. Klein</i> | April | 7 |
| Baby Sitter's Boy Friend..... <i>Anne Emery</i> | Oct. | 23 | Higher Education on the Cuff <i>Seymour E. Harris</i> | March | 7 |
| Books in Review | | | How Adolescent Are Parents? <i>Weston La Barre</i> | Dec. | 4 |
| Children's Books Too Good To Miss <i>May Arbuthnot, Margaret Clark, Edna Horrocks, and Harriet Long</i> | Feb. | 33 | How Fire-Safe Is Your Child's School? <i>Paul W. Kearney</i> | Sept. | 10 |
| Emotional Problems of Adolescents <i>Roswell Gallagher, M.D., and Herbert I. Harris, M.D.</i> | May | 39 | How Good Is Ability Grouping? <i>Martin Essex</i> | Sept. | 14 |
| Future Jobs for High School Girls..... | Oct. | 33 | How Much Can Children Learn About Human Behavior?..... <i>Ralph H. Ojemann</i> | March | 26 |
| Guiding Children as They Grow..... | April | 33 | How To Behave When Children Misbehave <i>Karl S. Bernhardt</i> | Jan. | 10 |
| How To Help Your Child Learn <i>Beatrice M. Gudridge</i> | May | 39 | I Drive a School Bus..... <i>William L. Dell'Oro</i> | March | 29 |
| How To Help Your Children <i>William C. Menninger, M.D., Ashley Montagu, Paul Witty, and others</i> | Oct. | 33 | If Your Child Has Academic Talent <i>Galen Saylor</i> | Jan. | 7 |
| The Magic of Bringing Up Your Child <i>Frances R. Horwich</i> | May | 39 | An "Island of Nature" for Your Town <i>Peter Farb</i> | April | 10 |
| Occupational Outlook Handbook..... | Feb. | 33 | Is Nursery School a Must? <i>Katharine Whiteside Taylor</i> | Oct. | 24 |
| The Parent-Teacher Partnership <i>Ernest Osborne</i> | Feb. | 33 | Is There a Morals Revolt Among Youth? <i>T. Lefoy Richman</i> | Nov. | 16 |
| Prologue to Teaching <i>Marjorie B. Smiley and John S. Diekhoff</i> | Jan. | 34 | Is Your Child Accident Prone? <i>Lawrence and Eda LeShan</i> | March | 16 |
| Say It with Words..... <i>Charles W. Ferguson</i> | Oct. | 33 | It Must "Take" the First Time <i>Louis W. Sauer, M.D.</i> | May | 7 |
| The Challenge of the Sixties: Educating for Power and Manpower..... <i>James M. Rosbrow</i> | June | 7 | It's Time To Talk..... <i>Mildred C. Templin</i> | Sept. | 17 |
| Children, Parents, and Schools in Soviet Russia..... <i>J. C. Moffitt</i> | May | 10 | Junior-sized Jitters..... <i>Jane W. Kessler</i> | Oct. | 13 |
| A Christmas Story To Read Aloud to Children..... <i>E. H. Lane</i> | Dec. | 19 | Keeping Pace with the P.T.A. Sept., 31; Oct., 31; Nov., 29; Dec., 31; Jan., 35; Feb., 29; March, 35; April, 27; May, 23; June, 19 | | |
| Come In, World Sept., 37; Oct., 19; Nov., 11; Dec., 15; Jan., 15; Feb., 17; March, 11; May, 15 | | | Learning—Perpetual Adventure <i>John S. Diekhoff</i> | Dec. | 16 |
| A Community That Cares..... <i>Mary Lee Scriven</i> | May | 32 | Let's Enlist Youth for Civic Service <i>Charles W. Ferguson</i> | April | 4 |
| Conditioning for College <i>Lloyd S. Michael and Mildred G. Fox</i> | April | 18 | Let's Get Rid of the Ghosts <i>Edith G. Neisser</i> | Feb. | 26 |
| The Creative Child..... <i>Ruth Strang</i> | Feb. | 14 | Liberal Education Can't Wait for College <i>Bergen Evans</i> | March | 12 |
| Dr. Conant Looks at the Junior High School: A Preliminary Report..... <i>James B. Conant</i> | May | 4 | The Making of Free Societies <i>Bonaro W. Overstreet</i> | June | 14 |
| An East-West Bridge for a New Generation <i>Sir Ronald Gould</i> | Oct. | 28 | Menu: A Treat for Teachers <i>Nancy Gibbons Zook</i> | June | 29 |
| Education and the Image of Man <i>Max Lerner</i> | Sept. | 7 | Motion Picture Previews..... <i>Elja Bucklin</i> Sept., 38; Oct., 38; Nov., 38; Dec., 38; Jan., 37; Feb., 37; March, 37; April, 37; May, 36; June, 36 | | |
| A Generation Lies Between <i>Robert J. Havighurst</i> | Feb. | 4 | | | |
| God's Country and Mine..... <i>Jacques Barzun</i> | Jan. | 26 | | | |
| Gracious Ways with Grandchildren <i>James F. Bent</i> | Feb. | 31 | | | |

| | MONTH | PAGE |
|--|-------|------|
| New Dimensions in Literacy..... <i>William D. Boutwell</i> | April | 21 |
| New York's Floating High School..... <i>Harold B. Jacobson</i> | Jan. | 29 |
| The 1960 White House Conference on Children and Youth—A Progress Report..... <i>Ethel G. Brown</i> | Oct. | 16 |
| Notes from the Newsfront Sept., 33; Oct., 27; Nov., 15; Dec., 27; Jan., 19; Feb., 25; March, 15; April, 17; May, 31; June, 13 | | |
| Opinions by Post Dec., 23; Jan., 40; Feb., 40; March, 40; April, 40; May, 40 | | |
| Our High Schools—Some Problems and Challenges..... | Nov. | 31 |
| Plus Toys for Nonplused Givers..... <i>John Wallace Purcell</i> | Dec. | 28 |
| Pornography—The New Black Plague..... | Sept. | 20 |
| The President's Message..... <i>Karla V. Parker</i> | | |
| A Call to Action..... | Sept. | 2 |
| Membership Proclamation..... | Oct. | 2 |
| Time, Space, and Thanksgiving..... | Nov. | 2 |
| Still the Hunger Remains..... | Dec. | 2 |
| Truth or Consequences..... | Jan. | 2 |
| The Grace of Silence..... | Feb. | 2 |
| Assignment for the Sixties..... | March | 2 |
| What Is Autonomy in the P.T.A.?..... | April | 2 |
| The Big Nickel..... | May | 2 |
| The Little Card..... | June | 2 |
| A Preview of the National Convention Program..... | May | 30 |
| The Problem Drinker and the Family..... <i>Herman E. Krimmel</i> | April | 14 |
| Promotions—Automatic or Earned?..... <i>Calvin H. Reed</i> | Nov. | 12 |
| A Read-Aloud Story: <i>The Penny Puppy</i> <i>Robert Garfield</i> | May | 25 |
| Read-Aloud Tales from <i>The Peterkin Papers</i> <i>Lucretia P. Hale</i> | March | 25 |
| Russia's New Look..... <i>Marguerite Higgins</i> | Oct. | 8 |
| "Say Now Shibboleth"..... <i>Matthew W. Hill</i> | Feb. | 23 |
| Social Security for Preschoolers..... <i>Emma N. Plank</i> | Dec. | 10 |
| Something Is Being Done About Pornography..... <i>Estes Kefauver</i> | Nov. | 4 |
| The Spiritual Laws of Life..... <i>Arthur S. Flemming</i> | June | 4 |
| The State of the Nation's Mental Health..... <i>Harold D. Lasswell</i> | Sept. | 28 |
| Study-Discussion Programs—All in a Child's Lifetime | | |
| I. Preschool Course..... <i>Ruth Strang</i> | | |
| It's Time To Talk..... | Sept. | 34 |
| Is Nursery School a Must?..... | Oct. | 34 |
| You and TV: End of the First Round..... | Nov. | 35 |
| Social Security for Preschoolers..... | Dec. | 35 |
| How To Behave When Children Misbehave..... | Jan. | 32 |
| The Creative Child..... | Feb. | 34 |
| Is Your Child Accident Prone?..... | March | 32 |
| He's Ready for School—Are You?..... | April | 34 |

| | MONTH | PAGE |
|---|-------|------|
| II. School-age Course..... <i>Bess Goodykoontz</i> | | |
| How Good Is Ability Grouping?..... | Sept. | 35 |
| Junior-sized Jitters..... | Oct. | 35 |
| Promotions: Automatic or Earned?..... | Nov. | 36 |
| When Children Stall or Go into Reverse..... | Dec. | 36 |
| Work Habits Worth Having..... | Jan. | 33 |
| Healthy—and Irritating—Signs of Independence..... | Feb. | 35 |
| How Much Can Children Learn About Human Behavior?..... | March | 33 |
| Conditioning for College..... | April | 35 |
| III. Course on Adolescence..... <i>Evelyn Millis Duvall</i> | | |
| What Kind of Parents Will Today's Teen-agers Be?..... | Sept. | 36 |
| Adolescents and the Automobile..... | Oct. | 36 |
| Is There a Morals Revolt Among Youth?..... | Nov. | 37 |
| How Adolescent Are Parents?..... | Dec. | 37 |
| What Teen-agers Are Scared Of..... | Jan. | 34 |
| A Generation Lies Between..... | Feb. | 36 |
| Liberal Education Can't Wait for College..... | Mar. | 34 |
| Let's Enlist Youth for Civic Service..... | April | 36 |
| A Summer Picklick..... <i>Frances A. Sullivan</i> | June | 32 |
| A Tale of Two Christmas Books..... <i>A. L. Crabb</i> | Dec. | 7 |
| Teen-age Drinking in Modern Society..... <i>Herman E. Krimmel</i> | March | 4 |
| Time Out for Television: A Family Guide to Better Viewing Sept., 23; Oct., 20; Nov., 22; Dec., 20; Jan., 16; Feb., 20; March, 20; April, 24; May, 20; June, 20 | | |
| Tooth Teasers..... <i>Duane A. Schmidt, D.D.S.</i> | May | 29 |
| The Truth About Arthritis: A Doctor Answers Your Questions..... <i>Daniel Bergsma, M.D.</i> | Jan. | 23 |
| Try a Book Fair..... <i>Dorothy Douglas, as told to Agnes P. Nolan</i> | April | 31 |
| We Went for a Walk..... <i>Jesse Stuart</i> | Nov. | 26 |
| What Approach to Alcohol Education?..... <i>Herman E. Krimmel</i> | June | 26 |
| What Children Say About Books..... <i>William D. Boutwell</i> | Nov. | 19 |
| What Did Dewey Do for Education?..... <i>Paul J. Misner</i> | Dec. | 9 |
| What Kind of Parents Will Today's Teen-agers Be?..... <i>Evelyn Millis Duvall</i> | Sept. | 4 |
| What's Happening in Education?..... <i>William D. Boutwell</i> Sept., 13; Oct., 11; Dec., 13; Jan., 13; Feb., 11; March, 23; April, 13; May, 13; June, 11 | | |
| What Teen-agers Are Scared Of..... <i>Ernest Osborne</i> | Jan. | 4 |
| When Children Stall or Go into Reverse..... <i>Armin Grams</i> | Dec. | 24 |
| "Where the Wild Thyme Blows"..... <i>Grace Jackson Mitchell</i> | June | 23 |
| The Wide Door..... <i>Kathleen Bruce</i> | May | 26 |
| Words, Words, Words..... <i>A. L. Crabb</i> | June | 17 |
| Work Habits Worth Having..... <i>Lyle M. Spencer</i> | Jan. | 20 |
| You and TV: End of the First Round..... <i>Paul Witly</i> | Nov. | 8 |

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No Need To Treat Them All Alike
Some Don't Want To Be Hugged
What Is He Trying To Tell Us?

SCHOOL-AGE COURSE

Directed by William G. Hollister, M.D.

Watch Out for the Pendulum Swing
What Price Parent-Pals?
Spurring Their Progress in School
Are We Rushing Children into the Social Whirl?
Are School-agers Athletics-Happy?
If He Doesn't Snap Out of It
A Direct Line to Johnny's School
"Are We Moving Again, Mommy?"

ADOLESCENT COURSE

Directed by Evelyn Millis Duvall

Are We Squeezing Out Adolescence?
Teens and the Family Team
What's the Score on Juvenile Delinquency?
The Fourth R—Right-and-Wrong
The School of the Future
Can Teen-agers Make a Go of Marriage?
Don't Let Tobacco Trap Your Teen-ager
The Lonely Youth of Suburbia

HELPING YOUNG AMERICA GROW IN FREEDOM

1960-1961

PARENT AND FAMILY LIFE
EDUCATION PROGRAMS FOR
P.T.A. STUDY-DISCUSSION GROUPS



BEGINNING IN THE SEPTEMBER
ISSUE OF NATIONAL PARENT-TEACHER
THE P.T.A. MAGAZINE

The general title of these programs is the same as the theme of the 1960 White House Conference on Children and Youth, "Helping Young America Grow in Freedom." It was chosen so as to relate each series to the valuable Conference findings, which must now be put to good use in our homes, schools, and communities.

A descriptive leaflet that lists and describes all the topics in the three series may be obtained from your state office or from the Study Program Division of the *National Parent-Teacher*. Every parent-teacher association will want a goodly supply, for distribution not only at regular meetings but at leadership training workshops and institutes.

National Parent-Teacher

700 North Rush Street, Chicago 11, Illinois

